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A.A. ALDRIDGE, MAN OF VISION

University — Université

ALBERTA

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

MED

Year this degree conferred — Année d'obtention de ce grade 1979	Name of Supervisor — Nom du directeur de thèse DR. H. ZINGLE

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A. A. ALDRIDGE, A MAN OF VISION

by

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A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
AND RESEARCH IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION
IN
EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA
FALL, 1979

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A. A. Aldridge, A Man of Vision submitted by Marie Laing in partial fulfilment of the requirements for the degree of Master of Education.

....
Supervisor

A-A Aldridge
W Hague
Henry Jasfubble

Date Oct. 1, 1979

Dedication

I wish to dedicate this work to my children, Michael, Michelle, David, and Lauralee.

With the birth of each of you, I knew the miracle that is life. Only with you could there be a work, a dream, a future.

Abstract

The purpose of this study was to document the contributions made by Mr. A. A. Aldridge to education in Alberta. Mr. Aldridge was the first person appointed as Supervisor of Guidance for the province of Alberta. He was uniquely suited for the position because, as a native Albertan and former teacher, he had a profound understanding of the problems facing educators in a province which was rapidly changing from a sparsely populated and largely rural area to an urbanized industrial society. His contribution is set in the context of that change.

This study provides a portrait of Mr. Aldridge, the man, and an overview of education in Alberta in the years preceding and during his tenure as Supervisor of Guidance. It delineates his role in establishing guidance and counselling services for the students of Alberta, in developing curriculum, in educating educators, and in legitimizing and professionalizing the guidance movement. This study also demonstrates Mr. Aldridge's commitment to community involvement in education and the school's involvement in the community to provide specialized services as the need for them emerged.

The philosophy of and contribution made by Mr. Aldridge are analyzed in relation to the reports of Royal Commissions on Education in Alberta released in 1959 and 1972 respectively.

Appendices include the edited transcript of an interview with Mr. Aldridge in 1979, the summary and final examination for the

course in guidance offered by Mr. Aldridge in the 1960 Summer Session, University of Alberta and a copy of the goals and objectives of the Health and Personal Development courses offered in Alberta schools in 1952-53.

Acknowledgements

To the many people who have helped me, cared for me, and educated me, I wish to say thank you.

To Mr. Aldridge, a special thank you, not only for your unending cooperation and help to me, but for your contribution to education, and thus to the children of Alberta.

To my Committee, who have given me much more than supervision: Dr. Harvey Zingle, for your inspiration and your confidence; Dr. Harry Garfinkle, for your wisdom; Dr. Bill Hague, for your quiet understanding.

To my fellow travellers in the search for understanding.

Dr. Bruce Bain for allowing me to seek the answers to the questions I have always asked.

Dr. Marlene King for knowing the world in ways deep and profound.

To my friends, Dale and Deloris, who have shared my questing and who have made survival possible.

To all of you who have shared in my education, thank you, you have nurtured me.

To George, for seeing the possibility of a dream.

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Chapter I

Introduction and Rationale for Study

Although guidance and counselling are now generally included in most school programmes, Van Hesteren (1971) discovered that many educators are not aware of the philosophical and historical foundations of the movement. In particular, Van Hesteren found that students at the graduate, including doctoral, level did not have knowledge of the contributions of significant theorists and practitioners of the profession to which the students, themselves, were committed. They lacked knowledge of European and American trends which had a profound influence on Canadian practice. Further, there appeared to be no systematic delineation of Canadian trends and contributions. It is held that an understanding of the philosophical and historical underpinnings of the guidance and counselling movement is essential if one is going to understand such activities in the context of the whole educational process and if one is, in fact, going to integrate it into educational theory and practice. Such knowledge allows the counsellor/guidance worker to have a clearer understanding of his role in and contribution to education, and to be able to communicate effectively and confidently with his colleagues and with those outside the profession. Additionally, innovation only comes out of a profound knowledge and clear understanding of the past. Without such understanding, we are unable to modify and build on the experience of those who have gone before us.

To this end, Van Hesteren (1971) surveyed the historical foundations of the guidance movement in Canada and Borgen (1971) delineated the foundations of measurement within guidance. However, education is under provincial jurisdiction and each province presents a unique set of political, economic and social conditions that affect the course of development in that particular province. This is not to deny the importance of outside influences but it is to recognize that such influences are modified to best serve the needs of the people of different regions. Larson (1974) reported on the contribution of H. R. Beattie, first director of guidance for the province of Ontario. It would therefore appear necessary and appropriate to assess the unique factors that molded the development of counselling and guidance and to study the contributions of the man responsible for structuring and legitimizing those services in Alberta.

Purpose and Scope of the Study

It is the purpose of this study to delineate the contribution of Mr. A. A. Aldridge to the development of the Guidance Movement in Alberta. Mr. Aldridge, as the first Supervisor of Guidance for the province, was responsible for instituting guidance and counselling services throughout the province. In addition he made significant contributions in the area of curriculum development and through community involvement. Particular attention will be given to Mr. Aldridge as a person. He acted out of an enduring love of learning and commitment to education and community that is reflected in what he accomplished.

Because Mr. Aldridge was born and received most of his education in Alberta, he had a good understanding of the forces that shape life in Alberta and of the challenges that face the educators of a diverse and sparsely populated province undergoing rapid change.

It is hoped that this thesis, by studying Mr. Aldridge's work to provide guidance and counselling opportunities to all students in the province, will provide the reader with an understanding of the evolution of the guidance and counselling movement in Alberta. Although an attempt is made to set the developments in the context of general developmental trends in Canada, the main focus is the unique set of factors that characterize progress in Alberta. The reports of two Royal Commissions on Education in Alberta, the Cameron Commission Reports (1959) and the Worth Commission Report of 1972 are analyzed in an attempt to assess the significance of Mr. Aldridge's thoughts and contributions.

Need for the Study

It would appear that in any field of human endeavor, in order to fully understand the practice of a particular movement in history and to understand the thrust of that endeavor, one must understand the founding principles and practices. Van Hesteren has shown that we do not have a comprehensive understanding of the development of the guidance movement in Canada. An overview of national trends can only suggest the variation at the provincial level. It would seem that even as past development represents regional uniqueness, so will future development. That is to say that an understanding of the development of educational endeavor in Canada overall or Ontario or British Columbia in particular cannot give us a full understanding of such development in Alberta. Similarly, future development will be shaped by similarly unique conditions.

Mr. Aldridge was chosen because he was one of the first men to work for the institution of organized guidance and counselling services throughout a province. He also worked for the recognition and enhancement of guidance and counselling services throughout Canada and the United States. In addition, he was an educator in the truest sense of the word. He taught school, developed curriculum and trained teachers and counsellors. His stated philosophy of education indicates a man who saw beyond his time.

By studying Mr. Aldridge's career, we can become aware of changing perspective in education in general and in guidance and counselling in particular. We can gain an understanding of the educational challenges in a province that is both traditional and progressive, and urban and rural in times of rapid growth and change. Only in understanding the solutions of the past, can we seek viable solutions in the present and future that do not duplicate past solutions.

Sources of Information

The background for this study was established by surveying Reports to the Alberta Department of Education for the period of 1934 to 1965 and by researching existing studies into the history of counselling and guidance in Canada. Several informal, personal interviews were held with Mr. Aldridge. From this background material, a list of questions was prepared which served as the basis for a formal interview (Appendix A). In addition, Mr. Aldridge provided me with course notes and reports that he had written. Interviews with his associates in the Department of Education gave me some sense of Mr. Aldridge, the man.

Delimitations of the Study

This study concentrates on the contributions of one man to the guidance and counselling movement. The main focus is on Mr. Aldridge's work in this area and his personal views. The study is not intended to give a comprehensive account of the development of guidance and counselling in Alberta.

Chapter II

The Tenor of the Times

> Every child is entitled to the groundwork of a thorough education ... Education is not a means of livelihood - it is a means to life ... (it) is a self-developing process.
>
> (Alberta Department of Education Report, 1934, p. 113)

To gain a full understanding of an emerging movement or trend in action, we must understand the forces that underlie it and give it impetus. We must therefore, examine the "spirit of the times" or the "Zeigeist" which gave rise to it. This section will examine those streams of thought and practice in the economic, social and philosophical spheres on which the guidance movement in Alberta are founded.

Throughout the first third of the twentieth century, Canadian educators acted to refocus the emphasis in education. The pragmatic philosophy of John Dewey, as well as increasing industrialization and urbanization with a concomitant increase in leisure time, a developing awareness of individual differences and child psychology, and a growing commitment to education for democracy and free choice, were among the factors that contributed to the increasing concern that education be more than formalized instruction and memorization of academic content. The need for an appropriate vocational choice was also noted:

> To find out what one is fitted to do is the key to happiness. Nothing is more tragic than failure to discover one's true business in life, or to find that one has drifted or been forced by circumstance into an uncongenial calling.
>
> (Dewey cited in Van Hestern, 1971, p. 70)

During the 1930's, Alberta moved to the forefront of the "progressive education movement" in Canada, and indeed by 1940 was considered by some "second to very few in America" (Smith cited in Wilson, Stamp & Audet, 1970, p. 375).

Community participation in Alberta curriculum development had been initiated by the UFA government which came to office in 1921. By 1924, a curriculum committee "representative of farmers' organizations, women's organizations, labour, trade and commerce, trustees, teachers and other groups anxious to assert themselves" (Phillips, 1957, p. 443) had been established. The committee recommended a more general and practical course of studies including art and music appreciation and provision for inclusion of courses of "local interest" (Ibid., p. 444). Technical and practical courses (such as typing) had been introduced in 1913. In 1929 the Calgary Technical High School opened for students who did not succeed in academic courses. Major changes were recommended by the revision committee established in 1934, which had as its task the development of a more liberal educational experience that would provide a foundation for both "making a livelihood" and "proper enjoyment of leisure time."

In 1935, the new program of studies, using the "enterprise approach" developed by Dr. Donalda Dickie, was introduced on an experimental basis into some Alberta elementary schools. It was taught by teachers who had received training in the new methodology. After reorganization of the school structure into elementary, intermediate and high school categories in 1936, the new program of studies was offered on a province-wide basis. The goals formulated were:

> to promote for the student an understanding of human relationships, and attitudes of inquiry, critical mindedness, tolerance, responsibility, creative expression, self-cultivation, and a willingness to co-operate.
>
> (Wilson et al, 1970, p. 376)

It was hoped that these goals would permeate the intermediate and high school curriculum. Dr. M. E. Lazerte noted three main thrusts: "leaning by doing, child interest and social training" (Ibid., p. 377). Indeed, formal education was viewed as making a significant contribution to the total life process of all students. In 1937, Dr. H. C. Newland delineated the function of the intermediate school as a "preparatory school for pupils who will proceed to the high school" but at the same time ... a "finishing school" for pupils who ... are unable to advance beyond Grade IX" and which enabled "pupils who leave school to do so with a sense of accomplishment" (Report to Alberta Department of Education, 1937, p. 17). The hope was that the vocational courses could be given in such a way that the student would gain the "social and ethical values" of a general education. In 1940, Dr. H. C. Newland stated in his report to the Alberta Department of Education:

> Here again the question of objectives was raised: Are shop courses to be considered vocational or educative? A majority of the teachers favoured the view that the ideals, attitudes and habits engendered by the courses are of greatest importance: the vocational value of the courses is secondary and incidental. (Report to Alberta Department of Education, 1940, p. 20)

Generally it was hoped that the intermediate and secondary education curriculum developed would serve the needs of a broader range of students and would provide them with the prerequisites for a satisfying social and personal life involving continued growth and development.

With increasing emphasis on the "whole child" and recognition of individual differences in personality traits as well as intellectual abilities, the necessity for adequate and appropriate vocational guidance became a concern for educators. Caring and involved teachers had, in the past, and continued to provide vocational information and guidance. However, with enlarged enrolments in an increasingly complex industrialized and urbanized society, they were no longer able to meet the needs of all the students.

During the late 1920's and 30's, "theses, monographs, and other publications related to guidance began to appear" (Van Hesteren, 1971,

p. 96). In Alberta surveys of selected schools and school children were conducted by Dr. M. E. Lazerte in 1931 and 1934. He used intelligence, achievement, personality, and vocational interest tests. On the basis of test results, Dr. Lazerte attempted a form of vocational guidance for children scoring below 100 IQ points on intelligence tests. In 1935, the Edmonton School system initiated guidance services with the appointment of Dr. C. B. Willis of Victoria Composite High School in a supervisory role. He was to integrate a program of standardized testing at the elementary school level, assess teachers' attitudes towards children, and give assistance and support to senior high school students in their vocational decisions. His main focus was on the administration of the testing program. Generally the services were not well received and were discontinued in 1938. Mr. Frank Johnson of Western Canada High School in Calgary received a similar appointment. He attempted to institute individual counselling at the high school level and became involved in developing a program of "home room" guidance in the junior high schools. The program proved quite successful in helping students deal with problems of "common interest" (Aldridge, pers. com., 1978).

H. C. Newland, Supervisor of Schools, introduced a one credit high school elective, Vocations and Guidance which was developed to "provide guidance for ... students in their problems of adolescent personality and vocational orientation" (Report to Alberta Department of Education, 1938, p. 16) in 1935. The Alberta Teachers Association sponsored the preparation of the course text, Choosing Your Life's Work (1938) based on research done by Ms. D. E. Deakin and written by F. T. Tyler under the supervision of Dr. M. E. Lazerte. Mr. Newland continued to recommend greater recognition of individual differences and, at the intermediate level, to emphasize the growing need for "some attempt at educational and vocational guidance" (Ibid., 1937, pp. 17-18).

Cumulative records, used to supply the "data" for guidance, which were in use in urban schools, were introduced to divisional schools. F. McNally, Deputy Minister of Education in 1939 noted: "the need for a well-organized guidance programme in the high school is coming to be recognized ... Several schools now have introduced a testing programme, a cumulative card-index system and a rudimentary counselling service. These beginnings indicate a greater realization on the part of teachers of their responsibilities" (Ibid., 1939, p. 75). (emphasis added). Subsequently, the course, Vocations and Guidance became a two credit course although there was general agreement that Guidance was not a "course for credit" but "rather a counselling service which every modern intermediate or high school should offer to every one of its students" (Ibid., 1940, p. 16). In 1941, Chief Inspector of Schools, E. L. Fuller wrote: 'Guidance is the right of every student whether he takes this course (Vocations and Guidance) or not" (Ibid., 1941, p. 77). The Edmonton Summer School for teachers introduced a workshop course, Guidance in Intermediate and High

School Grades. There was a growing awareness that teachers who offered "guidance" needed specialized training which developed "psychological understanding, ability to administer and interpret tests, and ... a clear perception of the function of guidance - not to direct but to enable the boy or girl to decide" (Phillips, 1957, p. 445).

The outbreak of World War II brought an increasing emphasis on education for citizenship in a democracy. At the same time, the War "effort" required practical and specialized knowledge, and some educators voiced concern that "school life is like a trip on a luxury liner, seeing the world, after which the passenger is made to walk the plank without having learned to swim" (W. G. Carpenter in Report to Alberta Department of Education, 1941, p. 81). In addition, there was growing emphasis on universal education, and on the development of curriculum to meet the needs of less academically inclined and gifted students, and for the "66% of (the) ... population of average or near-average intelligence" (Ibid., 1942, p. 10). As the schools sought to meet the needs of a broader range of students with a more diversified curriculum, students required more help in choosing courses in line with their abilities and interests. Recommendations by groups of professional and lay people to the Department of Education in 1942, stressed the increasing need for a guidance service in the schools. Illustrative of the trend were reports from Home and School Associations which declared:

> Every pupil . . . needs "educational, personal and vocational guidance" as a helpful administrative service aiming to facilitate and maximize his growth and development; not merely as a body of instructional material that he may take for credit. It follows that the practice of teaching Guidance as a subject should be replaced with a guidance programme in all intermediate and high schools throughout the Province, and that all these schools should be urged - even required - to organize such a programme without delay. (Ibid., 1942, p. 1)

The post-war surge of industrialization and urbanization resulted in an increasingly complex and changing occupational world. Most pupils could not know what vocational opportunities existed nor could they know what aptitudes, skills and special training were required for particular vocations. This situation was accentuated in Alberta by the 1947 discovery of oil at Leduc. Students chose occupations with which they were familiar and "often out of line with their own abilities and capabilities" (Beattie, 1945, p. 139). H. R. Beattie (1945) stated "No choice of an occupation should be based on mere whims or fancies - but it should be based on a scientific analysis of one's own abilities coupled with accurate and up-to-date information on the requirements and opportunities of the various occupations" (Ibid., p. 137).

School systems in other provinces of Canada were hiring guidance directors and provincial guidance directors were appointed in British Columbia, Ontario, Nova Scotia and Saskatchewan (Patterson in Wilson et al, 1970). The Ontario College of Education organized The Guidance Centre in 1943. It prepared and distributed vocational material and examined, approved and supplied other guidance material (tests and testing equipment) on a nationwide basis. In Alberta, the Calgary School System appointed H. E. Panabaker supervisor of Guidance in 1945. He developed a group programme for Junior and Senior High school which focused on vocational guidance. This programme laid the foundation for the course, Health and Personal Development, subsequently introduced into the provincial curriculum by Mr. Aldridge. Because of his concern that teachers involved in the group guidance programme have special training, Mr. Panabaker set up a two year training program consisting of: (1) Introduction to Group Processes, (2) Basic Knowledge of Testing, and (3) Vocational Information. In 1946, a Supervisor of Guidance was appointed in Edmonton, with Lethbridge and Medicine Hat to follow. Counselling became a part of most city junior and senior high school organizations. An attempt was made to have one person in each senior high school involved in the guidance programme and in instituting counselling services. For example, in Edmonton, under Supervisor of Guidance W. P. Wagner, a current member of each school staff was chosen by the principal to work part time in Guidance. Often the result was a "spasmodic effort" (Aldridge, pers. com., 1978) and demonstrated some of the difficulties that have continued to plague the guidance movement. Questions as to: how to implement services and the extent and nature of services; the definition of the teacher's role in guidance and the nature of the involvement of a counsellor per se; the structure of a guidance programme in terms of presentation of content; relative emphasis on group and/or individual counselling; and the philosophy underlying guidance; had to be answered. In some instances, these issues remain problematic and unresolved thirty years later.

Late in 1945, a Guidance Sub-committee under the leadership of Dr. H. E. Smith (Associate Professor, Faculty of Education, University of Alberta) was established by the High School Curriculum Committee to study the question of Guidance in Alberta. A meeting of the High School Curriculum Committee in February 1946 resulted in the adoption of two important resolutions:

> (1) That this Committee (High School) is of the opinion that the first step necessary in instituting a guidance programme is the appointment of a Provincial Director of Guidance.
>
> (2) That before the Minister is approached on the matter of appointing a Provincial Director of Guidance, the sub-committee on Guidance be asked to prepare a statement indicating the need for guidance work, the methods to be employed, and the duties of the Director. (Ibid., 1946, p. 66)

In March, 1946, the Guidance Sub-committee consisting of Dr. Smith, H. E. Panabaker, and A. E. Roseborough presented a brief consisting of eleven proposals:

(1) Grades VII to XII inclusive should have one period a week for counselling and guidance.

(2) The period should include discussion of programmes of study, educational opportunities, personal problems, social adjustments, occupations and employment.

(3) A full-time Director of Guidance should be employed by the Department of Education.

(4) Source materials should be made available by the Department of Education.

(5) Testing materials should be supplied to school boards at cost.

(6) Special grants should be available.

(7) Divisional superintendents should encourage guidance service.

(8) Instruction in Guidance principles should be given at the Faculty of Education.

(9) School boards should be encouraged to provide half-time or full-time supervisors of guidance.

(10) The Director should keep a file on the most capable students in Alberta schools.

(11) A cumulative record form, and a transfer form should be made available for essential guidance data in schools.

(Ibid., 1946, p. 67)

In accordance with the recommendations presented, the Guidance Branch of the Department of Education was organized in 1947. Mr. A. A. Aldridge was chosen to fill the position of Supervisor of Guidance for the province. His duties were somewhat as follows:

(a) To assist local districts and divisions to set up guidance services;

(b) To secure and/or prepare information on occupations both within and outside the province, to keep this information up to date, and to arrange for its distribution;

(c) To organize and administer a test service which would make available to guidance personnel suitable test material, and to provide for suitable provincial norms;

(d) To promote the training of guidance personnel through inservice training and through the arrangement for suitable courses in summer school and in university winter sessions;

(e) To study standards for guidance work and to supervise workers in the performance of their functions;

(f) To organize Guidance Clinics for the demonstration of the best guidance techniques;

(g) To devise cumulative and transfer record forms suitable for recording and preserving such information as may be in the interests of pupils;

(h) To keep such office records as are necessary. (Aldridge, 1956, p. 1)

Chapter III

A. A. Aldridge, the Man

Biography

A. A. "Hap" Aldridge was born in Fort Saskatchewan, Alberta in 1902. He was the fourth boy in a family of six boys and one girl. His father had been born in a small English village. Mr. Aldridge spoke with admiration and respect for this man who left home and went to Dickens' London at the age of ten years, and who took a six week voyage to Canada when he was seventeen. Mr. Aldridge Sr. worked his way through school, obtained a university degree and became a Methodist minister. He founded six Methodist churches in Western Canada, including the one in Arden, Manitoba where he met his wife. Other churches founded included those at Fleming, Saskatchewan and Fort Saskatchewan, and an addition to the church in Wetaskiwin and Vermilion. He was a true pioneer in the opening of the West, and his courage and his concern for education had a profound impact on his son. When interviewing Mr. Aldridge for this study, I discovered that he was editing his father's diaries. I had a sense of our history as Mr. Aldridge spoke of his father's friendship with men such as J. S. Woodsworth, founder of the CCF Party, and the Steinhauer brothers, uncles of Alberta's present Lieutenant-Governor (1978).

In 1907, when he and his parents were living in Vermilion, Mr. Aldridge was permitted to start school although he was only five years old. When the family moved to Wetaskiwin in 1909, Mr. Aldridge Sr. wished for his son to have experience in the newly instituted kindergarten, so "Hap" Aldridge started school over again. The family moved to Edmonton in 1913. Mr. Aldridge skipped from Grade four to Grade six, and then from Grade six to Grade eight. He believes that by skipping grades, he missed some fundamentals, especially in Mathematics. He attended Scona High School from 1916 to 1919, where he completed Grades nine through eleven. Although he wanted to become a doctor, Mr. Aldridge was forced by financial considerations to go to Normal school instead.

After taking the newly instituted eight month teacher training course, Mr. Aldridge started teaching in May, 1920. He remembered a feeling of being "totally unprepared for teaching." In the 1920-21 school year, he taught at Michigan Centre School, West of Leduc, and "got turned-on to teaching." During the next five years, Mr. Aldridge taught at Westlock and then at Holden where he met and married his wife, Emma, in 1925. Mr. Aldridge completed his Grade XII in 1926, then took a year off from teaching to work for his brother in Edmonton. But teaching was "in his blood" and he went to Strome as principal of a four room school. In the summers, he worked on his Bachelor of Arts degree and marked provincial departmental examination papers. His daughter, Betty, was born in 1927 and his son Keith was born in 1931. In 1932, the Aldridges moved to Bawlf where Mr. Aldridge served as principal of the school and as a member of the Alberta

Teachers' Association. Throughout the years that Mr. Aldridge taught in and was principal of schools in small Alberta towns, he enacted a philosophy of involvement in the community. He believed that as principal of the school, he had to accept the role of a community leader to initiate and participate in social activities. He also recognized that he was a person children would look up to and would emulate. Although he felt some pressure to move to Edmonton to advance his career, he also felt a part of the community of Bawlf and had a sense of commitment to it, and the Aldridges stayed to make their home there. Mr. Aldridge completed his B. A in History in 1941 and served on the provincial executive of the Alberta Teachers' Association that year.

But by 1941, Mr. Aldridge felt drawn to the war effort and became involved with the YMCA in providing auxillary service to Royal Air Force trainees; services which included providing for the recreational, educational and counselling needs of young men far away from home. He enlisted in the Royal Canadian Air Force in 1942 as an Education officer. He worked with the RAF pilot training programme for thirteen months. By that time, the Educational Services branch had opened up. Mr. Aldridge applied and was accepted at a basic commissioned rank of pilot officer. He received six weeks of officer training at Lachine, Quebec and was then posted to No. 4 Training Command, Currie Barracks, Calgary as a No. 3 Education Officer, a post which he held for fourteen months. In August, 1944, Mr. Aldridge went to Ottawa for a six-week counsellor training programme at Rockcliffe. Meanwhile, he was posted overseas and, upon completion of his course, he was immediately sent to the Reception RCAF headquarters in London.

During the War, three men who were to have an impact in the guidance movement in Alberta held positions of Examiner in the Army, positions equivalent to those of Education Officers and Personnel Counsellors in the Air Force. These three men were George Dunlop, who became head of the Department of Educational Psychology; H. E. Panabaker, who became Supervisor of Guidance in Calgary in 1945; and W. P. Wagner, who became Supervisor of Guidance in Edmonton in 1946.

In 1945, as the War ended in Europe, Mr. Aldridge saw a notice on the bulletin board in London headquarters which advertised positions with the Department of Veterans' Affairs as supervisors of Counselling and Training. He applied for and was appointed to the position in Edmonton. In September, 1945, Mr. Aldridge returned to Canada. It was a trip he remembered well for the fog that forced refuelling and a layover in Goose Bay, Labrador before completion of the flight to Montreal. Then followed the long train ride to Calgary. He was confronted with the post-war housing crisis and was not able to locate his family in Edmonton for a year.

The job with the Department of Veterans' Affairs involved an "incredible work load" with as many as four hundred cases processed a day. Ten counsellors, ten interviewers, and thirty clerks were involved under the supervision of Mr. Aldridge. The Otis-Lennon Mental Ability Test and the Kuder Preference Record were used as the basic tools when necessary for determining which men had the capacity and motivation for University training. Motivation, Mr. Aldridge stated, was a key factor. He remembered a young man with a grade eight education who wanted to go to University. The young man was given the opportunity to do as he wished and he completed his pre-matriculation program of three years in five months and went on to complete a university degree. There were as many as sixteen hundred veterans enrolled in the University at one time. Other men were placed in vocational training programmes and others received financial assistance to start farming.

Mr. Aldridge was asked by General E. L. M. Burns, Director General of Rehabilitation, to survey the educational and training needs of the veterans in the DVA hospitals across Canada. A report was prepared and submitted. In 1947, work with the DVA was beginning to fall off and Mr. Aldridge found that it was less challenging than it had been. Therefore he applied for the newly created position of Supervisor of Guidance. Mr. Aldridge learned later that the special assignment for General Burns was a crucial factor in his getting the position. He took over as the first Supervisor of Guidance for the province of Alberta on July 1st, 1947.

Mr. Aldridge reported that in the beginning weeks and months, it seemed like "the blind leading the blind." He looked to the guidance programmes and to the men who had introduced them in four other Canadian provinces. In particular, he was in touch with H. R. Beattie of Ontario, who was a "good friend," and Harold Johns of British Columbia. In the summers of 1947 and 1948, Mr. Johns, in conjunction with the British Columbia Department of Education, instituted a counsellor training programme that focused on: first, a counselling practicum; secondly, the use and interpretation of tests; and thirdly, vocational information. An important aspect of the programme was that American educators, influential in the field of guidance, were brought in to teach. Mr. Aldridge audited the programme, including a course, Vocational Information, given by F. Zeran, Dean of Education at Oregon State University at Corvallis.

In 1945, Mr. Aldridge went to Oregon State to do his graduate work under the supervision of Dr. Zeran. Mr. Aldridge's Masters programme involved coursework in many areas of education and guidance. His thesis was on the Organization of Guidance in Alberta. Mr. Aldridge received his Master of Education degree in 1953. In the years that followed, Mr. Aldridge's professors provided him with support and aid as he established the guidance programme in Alberta and as he worked to gain acceptance of it. Mr. Aldridge left the Department of Education in 1963.

In that year, Mr. Bert Hohol approached Mr. Aldridge and asked him to join the Jasper Place School System as Coordinator of Special Services. While Mr. Aldridge was employed by the Jasper Place

School System, he approached Mr. Hohol for help to look into the need for elementary school counsellors. He envisioned the role of the elementary school counsellor involving individual assessment, home visits and classroom teacher support. Mr. Aldridge believed that it was important to diagnose academic and emotional difficulties and to anticipate and resolve problems before they become deep-seated. He saw the counsellor as focusing on the child's needs and coordinating the forces acting on the child. Two school counsellors were hired on a trial basis in Jasper Place. Their work was successful and after amalgamation, school counsellors were introduced in elementary schools in the Edmonton Public School System. The counsellors worked closely with the Guidance Clinic under Dr. Schragg and other social service agencies.

After Jasper Place amalgamated with Edmonton in 1964, Mr. Aldridge worked as a psychologist with the Edmonton Public School System. With the support of Dr. J. Paterson, Director of Counselling, Mr. Aldridge supervised the establishment of a career centre. It was designed to refocus attention on the need for vocational guidance and to act as a "source of inspiration" for all schools. Information was gathered and displayed. In addition, in 1967-68, Mr. Aldridge worked with members of both Edmonton Public and Separate school systems to organize a two-day career fair at the Sportex. Many occupations were represented in displays and children from all Edmonton high schools were brought in by bus. During that year, Mr. Aldridge prepared a

"Career News" pamphlet twice a month. In 1968, Mr. Aldridge retired. For about eight months after his retirement, he worked half days for a firm of industrial psychologists who selected key personnel for companies. Although Mr. Aldridge found the work challenging, he believed that too much emphasis was placed on the interpretation of test results.

Mr. Aldridge became active in the Overseas Book Centre, an organization that collects and sends books to Third World countries. He was also involved in the organization of the 1978 Commonwealth Games. In 1979, Mr. Aldridge had seven grandchildren and two great grandchildren.

Influences

Mr. Aldridge stated that he was profoundly influenced by his father. From his father, he gained a love of learning and a respect for education. His father made education meaningful for him. From colleagues in his early days of teaching, he gained an understanding of the educator's place in the community as a person who provided leadership in the community, integration of school and community and as an individual who would be seen as an example for children to follow. The theorists that influenced Mr. Aldridge included Rogers and Williamson in the area of personnel counselling, Zeran in the area of vocational counselling, and H. R. Beattie, a leader in the Canadian guidance movement.

Rogers. The process of non directive counselling was best summarized by Carl Rogers. Rogers believed that clients were basically responsible for themselves and that they must retain this responsibility. Further, Rogers believed that all individuals have within themselves a strong force to become mature, socially adjusted, independent and productive, and that this force, in an atmosphere of permissive acceptance, positive regard, and genuineness, is the agent of therapeutic change. This change occurs if clients are able to explore all of their feelings and attitudes no matter how unconventional, absurd, or contradictory they may seem. This leads to acceptance of the self and a capacity to make decisions in accord with the "self that one truly is." Such counselling focuses on the present and the clients' perception of their world. The counsellor has little need for records because records can give the counsellor a preconceived and often false impression of the client. The counsellor needs to enter the experiential world of the client and to understand the client within the context of that world. However, counsellors do not question, probe, judge nor give advice, instead they act as a catalysing agent. Roger's major contribution was the concept of acceptance which included a genuine recognition of children as unique individuals with feelings and needs that must be honored, with the right to make their own decisions and with the capacity to make decisions that would be in accord with the highest principles of human life.

Williamson. The man considered a leader of the directive counselling school, Williamson, stressed the intellectual frame of reference and the belief that the children cannot overcome their own biases about themselves or make intelligent decisions about the future. He held that counsellors must have intimate knowledge of the student through the use of records and test data, questions and answers, and/or such devices as autobiographies and diaries. The process involves the mutual analysis of data including test results and vocational information, formulation of hypothesis and decisions about rational choices that are consistent with the demands of society and an unbiased understanding of the client. Williamson was skeptical about the value of children's judgments about themselves. In this type of counselling, the counsellor takes responsibility for directing the process, for helping the students gain a realistic assessment of themselves and their world and for developing a plan of effective treatment or action.

McDaniel (Eclectic). The eclectic position stands between the non-directive and the directive school of thought. It recognizes that the differences among individuals and their problems are so great that there is no one set of techniques that is useful in all instances. The eclectic counsellor tended to be "directive as to process and non directive in his relationship to the client as a person" (Aldridge: course notes) (emphasis added). Generally eclectic counsellors accepted and respected the client as a human being who would have an active role to play in the resolution of the problem. They accepted that behavior was learned and could therefore be changed if the client could be permitted to explore feelings and new data. There was a balance of authority between counsellor and client that was characterized by "thinking with, rather than for, the individual" (Aldridge: course notes). Such a process allowed clients to feel their worth as individuals and to come to their own decisions.

In conclusion, Mr. Aldridge endorsed the eclectic approach of McDaniel. His main emphasis was on the directive question-answer methods of Williamson founded on the accepting, non-judgmental attitudes Rogers deemed necessary to effective counselling. Mr. Aldridge held that through the question and answer approach students could come to know themselves and to make their own decisions. He held that a counsellor's attitude was more important than technique and would in general pervade and control techniques and proceedings. Mr. Aldridge believed that counsellors should have a belief in students, a desire and willingness to help them, and the capacity to give an extra amount of care when necessary. They should be warm, flexible people that could relate to all children. In addition they needed to be bright, well educated people able to understand the world in a broad perspective.

This was not to deny the need for specific knowledge and appropriate techniques. The counsellor had to be able to help students explore and clarify the problem from the perspective of the student, to analyze and understand objective data, to offer insight and practical information, to help develop appropriate courses of action, to plan for implementation and to provide an opportunity for future consultation, follow-up and evaluation. Such a person needed an understanding of child development and individual differences, an ability to interpret test data and personality dynamics, a fund of information about vocational opportunities and the prerequisite skills, and the capacity to establish a caring and productive relationship with students.

Dr. Frank Zeran. Dr. Zeran conceptualized guidance as a developmental process that was an integral part of the education process and that must involve long term assistance to the student rather than crisis intervention. He defined guidance as:

> a process, developmental in nature, by which an individual is assisted to understand, accept, and utilize his abilities, aptitudes, interests, and attitudinal patterns in relation to his aspirations, so that he may increasingly become more

> capable of making free and wise choices, both as an individual and as a member of a dynamic, expanding society.
> (Zeran & Riccio, 1962, p. 120)

Dr. Zeran believed that individuals must accept responsibility for developing their own potential, however he stated "Unless all guidance services are conducted by well-prepared guidance workers, students may be harmed" (Ibid., p. 94). He recognized that good guidance workers have appropriate personal qualities coupled with skill and knowledge. Although he accepted the need for trained personnel with time allotted for guidance work, he believed that teachers also were involved in guidance.

Dr. Zeran contended that guidance is founded upon an "analysis of the individual" which enables school personnel to "(1) identify individuals who need counselling, (2) predict future behaviour of individuals, and (3) understand the behaviour of individual pupils, which is perhaps most important" (Ibid., p. 15). The data, which includes information as to; family background, previous school performance, test results, student communication (e.g. autobiography), and how others view the student, helps the school construct a "developmental profile" of the student.

It was his belief that the ability to make wise choices in the areas of occupation, education, and personal social relationships was dependent upon the experience and information available to the student. He stated that it was necessary to examine the social implications of an occupational choice and the effects of attitudes, abilities and self-understanding in setting the scope of occupational and educational choice. Dr. Zeran believed that these aspects of guidance should be introduced into elementary school. At the same time, the children must become increasingly aware of educational and vocational alternatives open to them. In later school years, the group guidance programme may focus on such areas of common interest as: orientation to a new school, study of occupations, study skills, use of leisure time, and human and personal development (Zeran, 1962).

He saw the need for personal counselling which he conceptualized as a "learning process, warm and permissive in nature, by which one human being, properly trained, helps another to come to a closer realization of his total personality" (Ibid., p. 103). Flanagan and McGrew in Zeran (1962) stated that the "counsellor is primarily responsible to the counsellee, then to the school, and ultimately to society and its institutions (p. 111).

Dr. Zeran believed that guidance must also concern itself with educational and/or vocational placement and follow-up. To this end he saw school involvement with work experience programmes and employment service.

H. R. Beattie. Howard Ross Beattie was the first director of guidance for the province of Ontario and Mr. Aldridge considered him a good friend. H. R. Beattie saw guidance in the context of guiding youth, a task that was not easy, "Due to the complicated modern situation, it is difficult for youth to make intelligent decisions about education, choice of an occupation, human relationships and personal development" (Beattie, 1945, p. 24). Beattie recognized that good teachers and good schools had always provided guidance for many students but with the increasing diversity and complexity in the vocational world, guidance could no longer be left to chance, "Every school child ... vitally needs help in understanding his own talents, in selecting the school course that will best develop those talents, and finally in choosing training for and entering the occupation for which he is best fitted" (Ibid., p. 25). He saw guidance as an "integrative force for all education" that could not be successful without the cooperation and coordination of the activities of all school personnel (Beattie, 1945). He believed that guidance services should be provided for all students. Beattie stated the necessity for structured and well-organized guidance services was evidenced by such problems as, "pupils not achieving what could be reasonably expected of them; the critical attitude of industry toward the school because of lack of cooperation; at least 60% of maladjustments in industry are due to personality factors; pupils complaining of the necessity of taking certain subjects; and the difficulty of adjustment to the post-war world" (Ibid., p. 138). Beattie saw the need for the introduction of organized guidance programmes through three means: the study of individuals and use of the cumulative record; the study of the occupational world, although this was not to "hasten occupational choice" but "to stimulate interest and to awaken the student to the realization that there is a greater chance of success when choices are based on reasoning and correct information" (Ibid., p. 167); and through specially trained teacher counsellors with appropriate personal qualities. Beattie suggested that guidance should be divided between individual and group work, with approximately thirty percent of the time devoted to course work (Beattie 1946). For Beattie guidance was the "practical recognition of the theory of individual differences to which we have subscribed in education for a number of years" (Beattie, 1945, p. 137). Van Hesteren (1971) concluded that "the Beattie view of the guidance function--with its recognition of the overall adjustment of the individual but emphasizing vocational choice and adjustment--typified the interpretation of guidance adopted by most Canadian guidance workers during the 1940's" (p. 128).

Philosophy

In the 1940's the major trend of Canadian counselling and guidance practice was to concentrate on vocational choice and preparation. Mr. Aldridge believed that counselling and guidance work must go beyond that focus. "In addition to vocational guidance service, the branch concerns itself with broader phases of interest including problems of emotional, personality and character development" (Report to Alberta Department of Education, 1947, p. 8). Although he saw the provision of vocational guidance as a pivotal point in the introduction of guidance services and one never to be negated or neglected, he saw the programme as having implications for the whole educational process and for the mental health and full development of the child. In his report to the Alberta Department of Education (1948), he notes: "The increasing emphasis on Guidance services ... indicate a new approach to discipline problems" (p. 38), and "In many instances the guidance movement ... has had a wholesome effect in making teachers aware of the necessity of individualizing, say, the remedial programme in English" (p. 45). He held that all children, not only those with special problems or those who were deviant in some way, could benefit from the guidance service and that it should be available to all. He conceptualized group guidance as a process whereby students explored issues of common interest and learned skills that are needed. He believed that good guidance services could assist with the realization of general educational goals which he delineated as follows:

1. Personal Development: The prime aim of the school is to assist each Alberta youth in his growth towards maximum self-realization.

2. Growth in Family Living: Each Alberta youth must learn to appreciate the unique and indispensable place in society played by the home and family and especially the influence of the family unit upon right thinking in connection with morals, institutions and the current issues of democratic thinking.

3. Growth toward Competence in Citizenship: Each Alberta youth must be brought gradually to a realization of his

> position and responsibilities in the school, community, province, nation, and finally in the community of nations.
>
> 4. Occupational Preparation: The school must help each Alberta youth to develop saleable skills, or prepare him for post-school vocational training.
>
> (Aldridge, 1956, p. 9-10)

In his course notes, Mr. Aldridge states, "Schools exist to serve their communities by preparing children for useful, happy lives. In this task the guidance program plays a vital role by helping to make the school a place where all students can have experiences which help them become mature, independent, self directive individuals" (emphasis added). Although he believed that guidance and counselling personnel worked closely with teaching and administrative staff, helped the school be responsive to the needs of the student and the community, and encouraged the community to participate in education, he felt the counsellor's prime responsibility was to the student. He did not believe that it was generally possible to combine the adjustive-discipline function with the guidance-counselling function although the good counsellor contributed to both processes. Mr. Aldridge believed that although all good teachers provided guidance of an incidental nature, there was an increasing need for well trained, sensitive and caring counsellors who were given the time to provide counselling and guidance, to coordinate related activities, and to aid classroom teachers. He saw test results, cumulative records and accurate vocational information as necessary components of the guidance programme but that guidance workers must never lose sight of each child's uniqueness.

Chapter IV

Guidance in Alberta: 1947 - 1963

> ... guidance is concerned with the individual as a child, a youth, and an adult who is developing interests and abilities, setting goals and plans, meeting personal and social problems, and eventually emerging from school as a citizen and worker. (A. A. Aldridge)

Introduction

Mr. Aldridge, as Supervisor of Guidance, worked to develop, organize and legitimize the trends in educational thought and practice that had emerged in Alberta during the first half of the twentieth century. Although the need for province-wide guidance services was widely recognized, those provided tended to be limited to urban school systems. Generally there was a lack of resources in terms of trained personnel, appropriate materials and educational alternatives for students. Standards varied between systems. Educators, notably in divisional school systems, looked to Mr. Aldridge for "direction and assistance in establishing guidance programs that would incorporate three "closely inter-related areas: (1) records and research, (2) individual counselling, and (3) group guidance and orientation" (Report to Alberta Department of Education, 1947, p. 45). In response to these needs the Guidance Branch, under Mr. Aldridge, stated as overall objectives:

(a) To encourage the establishment of guidance services within district and divisional school systems.

(b) To make guidance materials available to counsellors and teachers.

(c) To institute in-service training programmes and procedures to increase the competence of teachers in the field. (Ibid., p. 8)

Mr. Aldridge's concerns tended to focus on three main aspects in the work of the guidance department. Firstly, the provision of teachers with "pertinent information respecting aims and objectives of guidance and ... guidance techniques. It is appreciated that until teachers become qualified by study and experience to do a more specific job, much of the counselling will be of an incidental nature" (Ibid., p. 56). Secondly, establishment of standardized cumulative records which provide "information on the student through Grades I to XII, and the recommendations of standardized tests and testing devices which assist in indicating interests, abilities and aptitudes" (Ibid., p. 56). Thirdly, the provision of guidance material and vocational information, with the "emphasis ... placed on occupational choices in line with our Alberta economy" (Ibid., p. 56). In addition, Mr. Aldridge became involved in teaching, in developing curriculum in the areas of health and personal development, in gaining recognition for and professionalization of the guidance movement, in evaluating guidance services, and in providing leadership and support for institution of appropriate educational opportunities for exceptional and non-academically inclined children. To these tasks, Mr. Aldridge brought a seemingly inexhaustible supply of energy. He acted out of an enduring commitment to community involvement in education and to integration of the school into the community. To facilitate a clear understanding of Mr. Aldridge's contribution to education in Alberta, I will examine the various aspects of his work in turn.

Professionalization of the Guidance Movement

In the years preceding and following the appointment of Mr. Aldridge, there was recognition of the need for trained personnel, "Though the practice of giving guidance is dangerous in the hands of the dilettante or the well intentioned person who is inexpert, the lives of scores can be turned, by the right counsellor, into channels that will be the most profitable to themselves and their communities" (Report of the Survey Committee, Canada and Newfoundland Education Association, 1943, p. 50). As has been stated, interested and concerned teachers had always been involved in guidance work and these qualities remained prerequisites for good counselling. "Attitude is more important than technique and will in general pervade and control techniques and proceedings ... Techniques are also important ... counselling requires not only the right attitude but the use of appropriate techniques" (Aldridge, course notes). Too often, however, the guidance and counselling programmes were curtailed by lack of time and training of teachers with appropriate personal qualities. In other schools, counselling duties fell to those teachers who were ineffective in the classroom, "if he can't teach, make him the counsellor" or "all guidance personnel are crack pots" (Donald, 1951, p. 111). Guidance counselling was often seen as a "soft touch." To the many teachers who were content rather than subject oriented, the concepts and goals of guidance tended to be too nebulous and guidance was offered as a "content" course. Similarly, to the community, which often wanted concrete evidence of the value of the education being offered, guidance and counselling could offer only intangible results so there arose a periodic and inevitable call for a "return to the basics." Those that did support the concept of guidance and counselling, demanded that the programmes offered meet standards of consistency and professionalism or be discontinued (Royal Commission on Education, 1959). The task therefore, that Mr. Aldridge faced was one that involved establishment of a "service" type programme administered by trained personnel, and establishment of the legitimacy and credibility of the programme, both within the educational system and the larger community. To do this required training and certification of guidance personnel and increasing involvement in the community as it dealt with a wider variety and increasing numbers of educational and social problems. This section will delineate the changes that occurred in the former area of concern during the years 1947-1963 and the following section will delineate the contribution that Mr. Aldridge and the Guidance Branch made to the community.

In 1948, the Faculty of Education was approached to provide, (1) training in guidance and, (2) recognition of special qualifications. It was requested that a guidance and counselling pattern be provided at the undergraduate level. In 1948-9, the Faculty of Education established a pattern of studies for a Junior Certificate and subsequently, a more in depth and advanced programme combined with two years counselling experience to yield a Senior Certificate. In 1958, the Faculty of Education offered a B. Ed. with a major or a minor in guidance and introduced the Master of Educational Psychology degree. This was the forerunner to the doctoral programme. In 1961, the certification programme was discontinued. However, it was difficult to get school boards to provide money for counsellors and school administrators to set aside time for counselling. Nevertheless, Mr. Aldridge assisted in establishing supervisors of guidance in several rural school divisions.

In the first year that Mr. Aldridge was Supervisor of Guidance, training of people doing guidance work was provided through inservices and institutes. The 1947 Report to the Alberta Department of Education notes that "the supervisor has used and is using every opportunity of bringing before teachers ... pertinent information respecting aims and objectives and sometimes guidance techniques." In the fall of the year, Mr. Aldridge participated in several teachers' conventions and acted as a resource person to principals and divisional superintendents. Guidance literature was reviewed and appropriate reference books were approved for use. Teacher study groups were encouraged to read in the field of guidance. In terms of the overall teaching population, Mr. Aldridge addressed seven teachers' conventions. In his 1948 report to the Department of Education, Mr. Aldridge noted that increasing numbers of teachers and principals were viewing Vocations and Guidance as a service rather than a subject.

At the 1948 summer session for teachers, Ed. 308, Introduction to Guidance was offered. In the same year, thirty seven institutes were held and they focused on the case study approach and the techniques of personal interview. In depth follow-up was provided at principals' meetings, teachers' locals and study groups.

Mr. Aldridge addressed five classes in the Faculty of Education in the spring of 1949. The Guidance Branch worked with the Faculty in engendering interest in guidance courses by advising on the selection of visiting lecturers and by publicizing the courses. Mr. Aldridge's involvement with individual teachers and principals, groups of teachers, and teachers-in-training continued to increase throughout the years he was with the Department. At the University summer sessions, he offered several courses including Ed. 309, Guidance and Mental Hygiene in 1951; in 1952, a methods course for the new Health and Personal Development curriculum; and courses in basic guidance in 1957, 1958, 1959, 1960, 1961 and 1962 (Appendix B). In 1962, he gave a two-week workshop to Guidance Coordinators under the auspices of the Ontario Secondary School Teachers Federation. In 1963, he offered a two-week workshop course in guidance at Oregon State University.

By 1954, the major focus of teacher institutes and conventions, principals' association and staff meetings had shifted to concerns about teaching the Health and Personal Development courses introduced into the schools in that time period. However, there remained concern with guidance services, with an added emphasis on the students' total educational progress and for providing for the needs of all the children in the schoolroom, "The gifted child must be challenged; the slow learner given the opportunity to achieve his maximum; and the visually handicapped and the hard of hearing provided with the kind of instruction they can understand (Aldridge, 1956, p. 67).

In that year, Mr. Aldridge participated in a panel discussion on the gifted student at the Conference of the Canadian Education Association. A committee of the Branch was established to develop curriculum for the educationally subnormal child which was first used on a trial basis in 1957-58.

Additionally, there was increasing emphasis on dealing with the whole child. "Guidance personnel may help teachers to understand the nature and effect of motivation, anxiety and other emotional factors that militate against the child's ability to perform intellectually and socially" (Ibid., 1960, p. 30).

But concern was being voiced about the early leaving of school by students. In 1959, the Royal Commission Report on Education had stated that more students were staying in school but stressed that departmentalization and subject specialization may cause teachers to be more concerned with content than with students. Mr. Aldridge reiterated, "teachers should teach students, not subjects." This trend away from involvement with students at a personal level, it was believed by some educators, could result in a lack of personal guidance and this, in turn, could lead to the student dropping out of school.

The 1960 Report to the Alberta Department of Education stated that teachers should be involved in the counselling programmes, not as specialists but as persons who know students best. A closer liaison between teachers and counsellors was recommended.

The Report to the Department of Education that year concluded that guidance programmes contributed to the holding power of the school. The Research and Information Division of the Canadian Education Association (1962-63) stated: "If Canadian schools are to retain pupils longer in school and to train them to fit themselves to perform as useful citizens in a world where automation has greatly reduced employment for the unskilled, there must be more and more wise counselling of the individual by teachers and others skilled in the techniques of guidance" (p. 16). By individual student counselling, an attempt was made to assist students with their educational and vocational plans for the future and their educational and personal problems of the present. It was further stated that "The development of personality, good attitudes, motivation, and improved inter-personal relationships are significant features of a good guidance programme" (Ibid., p. 28). In 1962, there was a renewed focus on research to determine what constituted an effective guidance and counselling program.

The 1959 Report to the Alberta Department of Education stated "Guidance programs including individual counselling were operating in nearly all (divisional) senior high schools and in most medium-to-large junior high schools. In 1960, the Edmonton Public School Board reported a ratio of one counsellor to every 450 students. Mr. Aldridge noted in his report in 1963 (p. 68) that approximately three hundred and fifty-five people were involved in counselling in the province, mainly on a part time basis but that five counsellors had been hired full time to aid in the solving of more difficult problems. However, a serious shortage of trained personnel continued to exist and services offered in the counties and divisions lagged behind those offered in the major centres.

To provide for greater teacher awareness and understanding of special problems in the average classroom, the Guidance Branch and the Psychology Division of the Faculty of Education established two-day clinics at Wetaskiwin and Red Deer in 1952, and at St. Paul and Camrose in 1953. Cases were investigated and special training was given to teachers. These were the forerunners of Education Clinics set up by the Departments of Educational Psychology in the Faculties of Education in Edmonton and Calgary.

A significant development in 1954 was the establishment of a two-day seminar for provincial school counsellors at Red Deer

Composite High School during the Easter recess. The Guidance Branch organized the seminars and brought in experts in the field of guidance, including Dr. Zeran, Mr. Aldridge's friend and former advisor. The seminars had several aspects including:

(1) providing vocational information;
(2) curriculum development;
(3) testing;
(4) special education and work experience programming.

The seminars were held in Red Deer until 1957 and included counsellor, guidance workers, and opportunity room teachers. At the 1955 meeting, the Guidance Council of the Alberta Teachers Association was formed to "promote professional growth and provide for the interchange of ideas" (Report to Alberta Department of Education, 1955, p. 55) and in 1956, an executive was elected. The executive assumed responsibility for the conference and worked in consultation with the Guidance Branch. In 1958, a provincial Guidance Committee was established to work in an advisory capacity with the Guidance Branch. Regional Councils were established in 1963.

Involvement with the Division of Educational Psychology, Faculty of Education continued. The Guidance Branch analyzed the services provided and future needs in the field of special education. Opportunity classes and schools for retarded children were visited. By 1963, educational clinics had been established by the Departments of Educational Psychology in the Faculties of Education in Calgary and

Edmonton.

Mr. Aldridge served the guidance movement on a national and international scale. In 1954, he was President of the International Northern Great Plains Conference on Special Education and Rehabilitation. He served on the executive in 1959 and, in 1962, he organized the Conference in Edmonton. The Canadian Education Association met in Edmonton in 1963, and brought together directors and supervisors of guidance from across Canada. Mr. Aldridge was also on the Board of Governors of the American School Counsellors Association for three years. He was president of the Northern Alberta Chapter of the Association for the Study of Education of Exceptional Children in its founding year. Other professional groups in which he participated included: the American Personnel and Guidance Association, the National Vocational Guidance Association, and the Psychologists' Association of Alberta.

Standardized Testing

Although Mr. Aldridge recognized that "standardized tests are an essential tool of the guidance program" (Aldridge cited in Borgen, 1971, p. 88), he approached their use with a "degree of caution" (Aldridge, 1956, p. 4). He stated: "Standardized tests, used properly, with recognition of their limitations, can be a helpful tool. Areas in which they are generally being used ... include achievement, intelligence, interest, and aptitudes. The Guidance Branch has never supported the use of personality tests, particularly group tests of a pencil and paper nature" (Aldridge cited in Borgen, 1971, p. 89). Departmental examinations were a widely used form of achievement test and had played an important role in guidance and, in fact, often had been "the sole source of information in determining a child's educational future" (Borgen, 1971, p. 90). Mr. Aldridge notes the values and limitations of achievement tests:

> Test scores on batteries of achievement tests are usually translated into grade-placement terms; they have diagnostic and self-appraisal value; if given periodically the data can be converted to trends which may yield valuable information on different patterns of ability.
>
> In spite of many valuable features, test batteries have serious disadvantages in terms of educational values and objectives, if used to too great an extent:
>
> 1. They lead to rigidity in educational content and methodology.
> 2. Teachers, students, and parents tend to regard test passing as the goal of education.
> 3. The responsibility for determining objectives and curriculum content passes from local hands to test-makers.
> 4. If the test is not frequently remade - and many are not - course content becomes uniform and static.
> 5. Radical divergence between local, community needs and what the test-maker judges to be important. (Aldridge:

course notes).

Mr. Aldridge recognized that test results can present a static, unidimensional picture of the student and cautioned: "the parent and counsellor must be as alert to the possibilities of change as to the probabilities of continuance, for human behaviour is exceedingly complex, and each individual is unique in his possibilities" (Aldridge: course notes). With these considerations in mind, the Guidance Department provided assistance to school and divisional staffs in developing programs of standardized testing. The Guidance Department evaluated tests and the School Book Branch in Edmonton supplied approved tests at cost. The list of authorized tests in 1949 included:

Intelligence:

(1) Detroit Beginning First Grade Intelligence Test.

(2) Detroit Advanced First Grade Intelligence Test.

(3) Haggerty Intelligence Examination, Delta 1, Grades I-III.

(4) Otis, Quick Scoring Ability Tests, Alpha, Grades I - IV.

(5) Otis, Self-Administering Test of Mental Ability Intermediate Form A and B, Grade 4 - 9. Higher Examination, Forms A and B, Grades X and XII.

Aptitude Tests:

(1) O'Rourke Mechanical Test, Grade IX through University.

(2) Minnesota Clerical Test, Grade IX through University.

(3) Differential Aptitude Test Battery.

Interest Inventory:

(1) Kuder Preference Record. (Donald, 1951, p. 97)

In-service training and institutes were offered to develop understanding and proper usage of tests and test results. It was noted in the 1948 Report to the Department of Education, that as a result of the testing program there was a growing awareness of the need to individualize remedial programs. Specialized programs were developed to aid individual school systems. An example of such a testing program was the one administered by the Edmonton Separate School System in 1956 to identify a group of gifted children at the Grade II level.

Cumulative Records

In assessing the need for Cumulative Record Forms, Mr. Aldridge stated:

> Many situations in and around the school call for judgment in which knowledge of student character is involved. To learn all we can about him requires the collection, examination and interpretation of information from many sources; these processes constitute the most important function of a guidance program. Information is built up in a variety of ways - from teacher marks, to report cards, school attendance records, standardized test results, and so forth." (Aldridge: course notes)

Although Cumulative Record Forms had been in use in city schools for some time, it was in 1947 that they were introduced to many divisional schools. A revised Form was introduced in 1949, and the Report to the Department of Education (p. 26) notes that "Cumulative records gained popularity and proved useful in evaluating the work of both teachers and pupils."

Donald (1951) concluded that Alberta had developed the most detailed cumulative record in Canada, "probably an indication of the importance attached to guidance as ~~a~~ school activity" (p. 99). Mr. Aldridge remembers its development as essential and as taking a great deal of work. Cumulative records were held to be confidential. Information on students fell under the following areas:

(1) Home Background

(2) School History and Record of Class Work

(3) Mental Ability and Academic Aptitude

(4) Achievement and Growth in Different Fields of Study

(5) Health

(6) Out-of-school Experiences

(7) Educational and Vocational Interests

(8) Special Aptitudes

(9) Personality

(10) Plans for the Future (Donald, 1951, p. 99)

By 1952, many divisions reported that the using of a standardized Cumulative Record Form was a uniform practice in schools. A handbook has been prepared and was revised that year to aid teachers in maintenance of the record. Inservice training provided by the Guidance Branch resulted in greater understanding by teachers of the purposes and functions served by Cumulative Records (Aldridge, 1956). By 1954, it was reported that cumulative record forms were "in general use throughout practically all graded schools in the province and, due to increased understanding of them, are being maintained in a reasonably accurate and unbiased manner. They are proving invaluable as aids to the counsellor in his work with students" (Report to Alberta Department of Education, 1954, pp. 56-57). The handbook and Record Form were further revised and changed in 1955 in response to recommendations made by medical officers of health units (Appendix C). By 1960, the Cumulative Record was being used increasingly to transfer information about the student from school to school.

Vocational Education and Guidance

Mr. Aldridge saw a threefold function of the Guidance Branch in the area of vocational education and guidance. The first area of endeavor involved researching the employment situation and occupational trends in order to provide up-to-date information. The discovery of oil at Leduc in 1947 had considerable impact on the Alberta economy. The subsequent introduction of many new industries resulted in a greater need for trained personnel. Mr. Aldridge believed that it was essential that the school be able to offer its students reliable and up-to-date vocational information so that they would be able to select an occupation in line with their interests and abilities and in keeping with the occupational opportunities provided by the Alberta economy. To this end, in 1948, a survey of jobs in various industries was initiated in cooperation with the Junior Chamber of Commerce. In 1956, Mr. Aldridge reported that "Satisfactory progress has been achieved in gathering and compiling of occupational information and encouraging its use at the school level" (Aldridge, 1956, p. 4).

The second area of endeavor was the provision of the school with vocational information through the collection, and preparation, of materials. In the first years of the Guidance Branch, a series of seven pamphlets outlining occupations available in Alberta was produced. In addition the Alberta Guidance Branch worked with the federal Department of Labour and obtained and encouraged the production of government booklets on Canadian occupational opportunities and trends. Materials prepared by professional organizations, such as the Engineering Institute, were likewise collected and distributed to the schools on a monthly basis. Mr. Aldridge (pers. com., 1978) remembers that as many as two hundred pieces of information were sent out in a year. It was a costly programme. The final revision of the Alberta Occupational Series was published in 1952. To supplement and finally replace the bulletin, a seventy page booklet, entitled Occupational Trends and Employment Opportunities, was introduced in 1949. It was revised and reissued every two years. Mr. Aldridge (pers. com., 1978) saw it as a "key publication," which provided probably the "best material of its kind in Canada." It supplied information as to location of employment opportunities and training centres for "virtually all occupations available to Alberta children." The 1956 Annual Report to the Alberta Department of Education states: "the bulletin . . . is in constant use by students and teachers" (p. 56). In addition, information was supplied to aid in the establishment of libraries of occupations. The American Job Classification System was used. In 1949, Building an Occupational Information Library was published and distributed to all Alberta secondary schools by the Guidance Branch. It was revised and reissued in 1955. In 1960, a booklet, Financial Assistance to Alberta Students, was first published.

The third area of endeavor was the involvement of the community in guidance and the subsequent establishment of career events across the province. Early in his career as a teacher, Mr. Aldridge had recognized the necessity of interchange between the school and the community. This had happened naturally in rural and small urban centres during the depression years when community social events were arranged by principals and held in the schools and when schools were the focus of baseball leagues and curling and hockey tournaments. Teachers often provided leadership in these activities. Similarly, Mr. Aldridge believed that because teacher-counsellors lacked experience in the business world, the business community needed to be involved in the schools' vocational guidance programmes. To establish the necessary liaison, Mr. Aldridge, W. Wagner and J. Grodland, of the National Employment Service, visited members of the business community and, in 1948, were instrumental in establishment of the Edmonton Personnel Association. Mr. Aldridge was its first president in 1952. The Association brought in speakers and made possible a more practical guidance programme for students. Mr. Aldridge further recognized that when counsellors are members of personnel associations, "they have the opportunity of exchanging ideas and information with personnel people from business and industry and become more aware of problems these people encounter in their work" (Aldridge, 1956, p. 16), as well, "Such an association is particularly useful in that it provides a point of contact in cases of special placement" (Ibid., p. 6). In 1962, Mr. Aldridge organized an employment committee with representatives from NES, and personnel departments of business and industry, to look into appropriate placement for students in preparation for employment classes.

In 1958, tours were arranged for counsellors to the Army Training Centre at Shilo, Manitoba, and in 1960, Eastern Canada Air Stations. In subsequent years other Army and Naval stations were included. Valuable information was gained by counsellors to be passed on to interested students.

Meanwhile, a Medicine Hat school counsellor, G. S. Grant, with the aid of the local Kiwanis Club, introduced the American concept of Career Days. Mr. Aldridge saw in the idea the potential for involving rural as well as urban schools. The first Career Event organized by the Guidance Branch was held in Wetaskiwin with the help of the Kiwanis Club. In 1951, Career Events had been organized in five centres, including Red Deer, Lacombe, Stettler and Lethbridge. Over two thousand students and their parents were reported to have attended (Report to Alberta Department of Education, 1951). By 1954, plans were developed to hold Career Events in all high schools in the province at least once every two years. Representatives of different professions, including the Armed Forces, police force and teachers' association, and members of various business and government departments spent three to four days in different areas and were able to cover the whole province in a six week period. This usually occurred in the spring although, occasionally it was arranged for the fall. Close liaison was established with the University of Alberta, and in 1958, liaison was established with NES. Personnel from Student Advisory Services made supplementary visits to both rural and urban high schools. In 1959, a conference sponsored by the Nickel Company of Canada was organized in cooperation with the University of Alberta Student Advisory Services for high school counsellors to meet at the University in June and to study courses offered by the University. Local school staffs were provided with information to enable them to maximize the effect of the career events and to aid the students in examining their individual needs, strengths and options. By 1955, Mr. Aldridge reported to the Department of Education that "nearly 11,000 students and parents outside the cities of Edmonton and Calgary had participated in these events. In addition, all Edmonton high schools and one Calgary high school had organized similar events" (Ibid., 1955, p. 58). Results in 1954 of an evaluative questionnaire given to students entering post secondary schools indicated that 78% of those students "contacted felt that they had been materially assisted in selecting a career from the information obtained at career events" (Report to Alberta Department of Education, 1954, p. 57). Mr. Aldridge stressed that these ventures were only possible through the "co-operation of business, industry, the professions and government departments" (Ibid., 1957, p. 60), as well as training institutions, who provided speakers and printed information free of charge. In 1956, Mr. Aldridge stated: "Up to 20,000 students a year in Grades IX to XII participate and are encouraged to consider all possible factors that may influence the choice of a career" (Aldridge, 1956, p. 4) (emphasis added). By 1963, Mr. Aldridge reported: "The greatest number of career events for any single year was undertaken, to a total of 79, involving 189 schools and 21,850 students and parents. In addition, local career events were arranged in the cities of Edmonton and Calgary" (Report to Alberta Department of Education, 1963, p. 69). In addition, "members of the Guidance Branch discussed vocational opportunities with high school classes as a supplement to the work being done by local staffs" (Ibid., 1956, p. 58). The Branch became increasingly involved in extending this type of service to students. Other extension work with students involved answering, on a yearly basis, approximately five to six hundred written inquiries from individual students and providing personal counselling as requested for as many as seventy-five to two hundred students per year.

In 1962, Mr. Aldridge worked with Canadian Broadcasting Corporation producer Jack Emack in the production of a series of twenty-one telecasts on occupations that were deemed of interest to a significant number of students. In 1963, thirty-two additional telecasts were produced. They involved the participation of high school students and resource people from the community.

Curriculum Development

A major area of concern for Mr. Aldridge was the development of curriculum for health and personal development courses. This reflected his view that the school must give more than vocational information; and that, in fact, it should assist in the total personal development of its students. Mr. Aldridge based the curriculum of the first Health and Personal Development course on the Vocations and Guidance course introduced into Calgary schools by Mr. Panabaker. The two valuable aspects of the course, as Mr. Aldridge saw it, were that of (1) community involvement and experience and, (2) group organization which saved time by dealing with general questions applicable to many students. In 1948-49, Mr. Aldridge introduced into the intermediate school, on an experimental basis, Personal Development and Occupational Preparation. It was taught in nine selected schools. General reception, on the part of students was excellent and, teachers saw it as filling a definite need (Report to Alberta Department of Education 1949). From the evaluations, analysis by teachers and impressions of students received about the course, Mr. Aldridge, with the help of many others, worked to create a course in Health and Personal Development. He remembers doing a lot of "spade work" and writing much of the course himself. Meanwhile the course, Vocations and Guidance in Grade X continued to be offered throughout the province.

In 1949-50, the Personal Development courses were introduced into three Grade VII classes in each of Calgary and Edmonton. The courses dealt with physical health, including information about cigarette smoking and alcohol usage, and integrated the mental health component into guidance, "Deciding upon an occupation in which one feels he will be interested and from which he will obtain satisfaction can do much to influence his mental health" (Aldridge, 1956, p. 7). In 1950-51, Health and Personal Development courses were given in approximately two hundred and fifty schools to Grades VII, IX and X. The course was constantly re-evaluated and revised. Mr. Aldridge personally visited many of the classes where it was offered. Teachers giving the courses were offered orientation sessions and, in 1952, Mr. Aldridge offered a summer session course in methodology. In addition, he spoke to teachers-in-training. The new course, Health and Personal Development, was introduced on a province-wide and compulsory basis for Grades VII through X in 1952. It consisted of nine units: Unit 1 - Orientation to School Life; Units 2, 3, 4, and 7 - Health and Physiology; Units 5 and 6 - Individual and Group Standards and Values; Unit 8 - Safety; and Unit 9 - Occupations. "The curriculum guides ... recommended that teachers should have certain qualifications of personality, and preparation - preferably training and experience in health, psychology, guidance and mental hygiene. It was further provided that controversial material might be omitted (Report of the Royal Commission of Education in Alberta, 1959, p. 116) (Appendices D and E).

Although a solid program, Mr. Aldridge felt that it was of questionable value because not every teacher could handle the material. It had been assumed that the course would be given by people doing guidance work; in reality it was given by other teachers such as "home room" teachers of Mathematics, Science or English. "The course in Health and Personal Development, despite its worthy objectives, continues to provide difficulties in classroom instruction. Since the course attempts to meet needs in the broad field of personal and social adjustment, the outcomes are, of necessity, much more intangible, than those of content courses. Teachers who are sensitive to the personal and social needs of high school youth and who are creative in using the resources of the school to meet these needs are doing outstanding work" (Report to Alberta Department of Education, 1955, p. 36). The texts used for the course were: You're Growing Up and Being Teenagers. There was increasing stress upon guidance and counselling of students to enable them to make firm decisions about the broad areas of vocational endeavor (commercial, technical, or professional) they wished to enter. A new curriculum guide and resource book to accompany it were issued in 1956 for Junior High programs. A revised Grade X program was introduced on an experimental basis in 1956 and on a general basis in 1957. Mr. Aldridge reported, "Teachers generally are giving serious attention to ways and means of assisting students to work to capacity and to plan their programs so that they will meet the requirements imposed by the broad occupational areas in which they are interested" (Ibid., 1958, p. 59), and in 1959, a report by city school superintendents stated that in Junior High Schools, "a satisfactory program in health and personal development was carried forward. Frequently taught by a guidance counsellor, home room teacher or physical education teacher, this course appeared to serve the needs of youth" (Ibid., 1959, p. 39). However, the Royal Commission on Education in Alberta appointed in 1957, reported in 1959 "No area of curriculum has come under more criticism than Health and Personal Development" (Report of Royal Commission of Education in Alberta, 1959, p. 115). The major criticism was "that the course is too often taught by teachers who are ill fitted and inadequately prepared for the task" (Ibid., p. 119). The Report concluded that many of the criticisms were valid; "particularly with regard to ... the pitiful performance of some teachers who are consciously aware of their inadequacies or who are insensitive to the beliefs of others because of deep personal conviction" (Ibid., p. 119). In addition, the Report held that the field of Health and Personal Development raises issues as to the role of the school in dealing with group standards and values, whether the school should be concerned with the development of the "whole child" or only with academic and intellectual development, and the role of the parent in education. Dr. Cormack, who wrote the Minority Report to the Commission concerned with exclusion of the parent from the educational process, pointed out that the instructions on the use of Cumulative Records included; "At no time should a parent be informed of a pupil's intelligence quotient" (Ibid., p. 424).

Recommendations of the Majority Report were that the course be dismantled and restructured and, that minimum requirements for anyone engaged in counselling or group guidance have a Junior Certificate or its equivalent. The Royal Commission also stated that the Junior Certificate, as it was then secured, was inadequate. In 1961, Mr. Watts reported that the Health and Personal Development course had been replaced by separate health courses in grades VII, VIII and IX; and that a guidance course had been introduced into grade X. Mr. Aldridge, who had served on the Junior High School and Senior High School curriculum committees, aided in the development and evaluation of the new courses.

Meanwhile, Mr. Austin O'Brien, superintendent of the Edmonton Separate School System, appointed Father Walter Fitzgerald as the System's first counsellor. It was, what Mr. Aldridge termed, a "happy choice." Together, Mr. Aldridge and Father Fitzgerald conceptualized, developed and organized a pre-employment preparation program (PREP). The program, designed for students who had failed either Grade VIII or Grade IX, offered a practical approach to mathematics, English, and science and some training in industrial arts and home economics. It offered an educational alternative to children who were "problems to themselves" and were potential drop-outs. It was first offered in 1958-59 in St. Basils Separate School under the direction of Ralph Omoe, now planning officer for the Edmonton Separate School Board. The program was continued in 1959-60 and, the Clover Bar School Division introduced a similar program into Salisbury School. It focused on citizenship training as well as on preparation for employment. In 1960-61, the Edmonton Public School system provided two similar classes at King Edward Junior High and proposed two additional classes at McCauley School in 1961-62. The classes continued to be offered at St. Basils, as well as in the Edmonton Public System, and at Fort Saskatchewan and Salisbury high schools in the Clover Bar Division.

In 1962-63, the County of Strathcona and the Calgary Public School Board introduced the programs into their school systems. In relation to the program, an employment committee, chaired by Mr. Aldridge and consisting of representatives from the National Employment Service and personnel departments of business and industry, was established to deal with problems of placement and to prepare a comprehensive list of job possibilities. Mr. Aldridge (pers. com., 1977) termed the Preparation for Employment Program, a "real break-through" in education that "salvaged many, many ...".

Involvement in the Community

Mr. Aldridge had established his view of the need for school and community interaction during his years as a teacher and principal. From the beginning of his term of office as Supervisor of Guidance, Mr. Aldridge did in-service work in the provincial community to develop an awareness of what the guidance movement had to offer and to contribute to his knowledge and expertise in a broad spectrum of educational and social endeavors related to young people. In this way, Mr. Aldridge developed a sense of the community; its attitudes, needs and resources.

In his first year, Mr. Aldridge addressed approximately fifteen Home and School Associations, became involved in the Edmonton Junior Chamber of Commerce, and helped organize the Edmonton Personnel Association. In addition the Guidance Branch worked with the provincial Department of Health in the Child Guidance Clinic program. Mr. Aldridge wrote in January, 1949, "In the eighteen months since the provincial programme was introduced, interest has developed steadily. Every effort has been made to bring before the public generally the fact that such a programme is in existence. Student groups are addressed as well as Home and School Associations, ... radio programmes provided ..." (Donald, 1951, p. 150). The pattern of involvement established in his first years continued and increased throughout his tenure as Supervisor of Guidance. He continued to participate in Home and School Association meetings at the local level and, in 1951, he addressed their annual provincial convention. Public relations work was done with Boards of Trade and service clubs, also.

In 1950, Mr. Aldridge aided the South Side Optimist's Home in Edmonton, in providing educational services to delinquent boys. By 1958, members of the Guidance Branch were participating in study groups concerned with delinquency control and the emotionally disturbed child. Seminars were given on the use of alcohol. In 1960, members of the Branch worked to bring health and guidance services to native children. This, then, indicates the extent of participation in "various associations concerned in part with child guidance and development" (Report to Alberta Department of Education, 1952, p. 66). Mr. Aldridge worked with many other groups, including the Boy Scouts Association, Child Welfare Commission (1952), and the Alcoholism Foundation (1963). He had ongoing involvement with the Canadian Junior Red Cross. In 1951, he was camp director for a Junior Red Cross leadership training program for high school students from Alberta, British Columbia and four American high schools, and in 1956, he was director for the Canadian Junior Red Cross International Study Centre in Kingston, Ontario for one hundred high school students from around the world. He was appointed chairman of the Provincial Advisory Committee in 1957, a position he held until he retired from the Branch in 1963. In addition in 1957, he was one of three Canadian representatives at a workshop of the American Red Cross held in Illinois.

Mr. Aldridge assisted Metropolitan United Church in doing marriage counselling in 1952. Further involvement in this area of endeavor included work with the Family Service Bureau and participation in the National Council on Family Relations. Other organizations in which Mr. Aldridge or members of the Guidance Branch were involved, provided in-services, or addressed included the Mental Health Association, the John Howard Society and Alberta Association of Registered Nurses.

Chapter V

Mr. Aldridge in Perspective

Mr. Aldridge was appointed Supervisor of Guidance in Alberta at a time that the need for counselling and guidance in the schools was receiving recognition and acceptance all across Canada. Contributing factors included increasing industrialization and urbanization with the reconstruction of society after the Great Depression of the 1930's and the Second World War. Part of the awareness of the need for counselling and guidance arose out of the work done with members of the Armed Services, both during and after World War II. In Alberta, administrative structure changes involved consolidation of small school districts into large school divisions and the inevitable closure of the one-room country school and the subsequent establishment of centralized schools. Two major trends in educational thought, the traditional and the progressivist, were in conflict. The progressive philosophy of John Dewey was quoted and the enterprise method of instruction was introduced into the restructured school programme. However, the impact of Deweyism and the effectiveness of the enterprise system are yet to be documented and evaluated (Patterson, 1979, pers. com.). Although the progressivist philosophy may have been accepted intellectually, we do not know how much understanding was reached and how much of an emotional commitment was possible in Alberta, a province known for its "Bible-belt mentality." Additionally, although the "enterprise" methodology was introduced by progressivist educators and endorsed by the Department of Education, we do not know how much of the underlying philosophy and conceptualization was known and accepted by the classroom teachers and divisional superintendents. Other real constraints on the method are exemplified by the plight of the teacher of a thirty-pupil, nine-grade, one-room rural school with limited space, and library and material resources even if that teacher had had the opportunity to receive a thorough grounding in the principles of the enterprise system. Thus, although the philosophy underlying the enterprise system may have been sound, the method was seen to have failed and many educators rejected the underlying philosophy. A "back to the basics" thrust developed after the end of World War II in 1945, and was articulated by such anti-progressivists as Dr. Hilda Neatby (1951) and the Royal Commission into Education (1959). Counselling and guidance, however, were an outgrowth of the progressivist philosophy and may have reflected some fragmentation and compartmentalization of educational thought and practice (Patterson, 1979). Thus, Mr. Aldridge was involved for a considerable time, in the confrontation between these two factions (Dr. W. Swift, pers. com., 1979). Dr. Swift (1979) held that Mr. Aldridge took a "middle of the road" position and I would conclude that he integrated both philosophies. He brought to his work a vision of education that was more in keeping with that vision articulated in the Report of the Royal Commission on Educational Planning released in 1972. In 1959, the Royal Commission on Education concluded that "The major aim of education is to stimulate initiative, critical thinking and the ability to be intellectually self-directing" (Royal Commission on Education, 1959, p. 44). However, in 1972, the Royal Commission in Educational Planning stated that the purpose of education is "total personal development ... to make every individual truly a person and full citizen of our society" (p. 38) and that education "must pay as much attention to feeling as it has in the past to facts" (p. 170). Further that "An education that is moral as well as intellectual and aesthetic will not downgrade the importance of disciplined, intellectual effort ... that we deliberately seek to develop an entire citizenry educated to *feel* and *act* as well as think" (Ibid., p. 40) (emphasis added). Mr. Aldridge stressed that education should allow for joy in learning, learning for its own sake while the goal of education is to help all children grow towards self-realization as mature, independent and autonomous individuals who become responsible citizens in society. In particular, the group guidance courses that Mr. Aldridge developed allowed for exploration of attitudes, values, problems of common concern in an attempt to foster self understanding and autonomy. The lack of understanding of such an approach to education was expressed in concerns raised in 1959, "It was contended that the present type of instruction (in group guidance courses) leads to an unhealthy degree of introspection ... and tend to create problems where none have existed before. It was further contended that many of the discussions take time which could be used more profitably on other courses" (p. 119). Nevertheless, the 1972 Royal Commission Report agreed with Mr. Aldridge: "Basically ... self-direction in learning begins when the individual starts asking questions such as these:

> Who am I? What kind of a person do I want to be?
>
> What are my strengths? My weaknesses?
>
> How do I manage these in achieving my personal goals?
>
> How do I relate to others, and inter-relate with them?
>
> Where is my place within the larger society?

... Our institutions for schooling must encourage the learner to ask these questions - and help him to find his own answers (p. 166).

The mandate given to Mr. Aldridge was to encourage local school authorities to set up guidance programmes and to give them assistance in doing so. He was to meet with as many people as possible - trustees, school administrators, teachers, and members of the community - and to preach the "gospel of guidance." In accordance with guidance literature of the time and his own views his job was to "sell" counselling and guidance to the student, the school and the community. To this task, as to all other aspects of his work, Mr. Aldridge brought deep conviction of the need for counselling and guidance services, great energy and the capacity for much hard work. In view of the circumstances in the province of Alberta at that time, he accomplished all that could have been reasonably expected of him (Dr. Swift, 1979) and his work laid the foundation for a continued concern with providing improved counselling and guidance services not in evidence in other provinces

(Larson, 1971). Mr. Aldridge stressed the need for vocational and group guidance as a way of legitimizing and selling the programme but saw the need to provide individual counselling. Also, he brought a balanced view from which educators moved in the late sixties and seventies. He stressed the need for counsellors in the elementary school. In all of this, he worked to organize such services and has been described as a good organizer. In addition, he worked to train people to provide counselling and guidance services that recognized the uniqueness of the child, and to involve the community in meeting the many educational and social needs and problems of children that may be encountered in the school.

Through examining course outlines, course notes and examinations (see Appendix B) used by Mr. Aldridge, I attempted to assess his philosophy about and his approach to guidance and counselling. Mr. Aldridge placed present day guidance and counselling theory and practice in a historical perspective by examining the contributions made by philosophers, psychologists and sociologists since Plato: "In the first place, no two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation and another for another" (Book II of "The Republic"). However he emphasized the contributions of social scientists and educators of the nineteenth and twentieth centuries. This reflected his belief that counsellors must have a solid academic background. He compared current theorists including Rogers, Williamson and McDaniel and formulated a view of guidance and counselling that recognized and respected the individuality and rights of each child and that viewed the child in the context of his school, his home and his community. Mr. Aldridge held a positive view of human nature that emerged in the 1950's and 1960's and was articulated by such third force psychologists as Maslow and by the Royal Commission in 1972. Mr. Aldridge saw education as developmental, as a "bringing-forth" of the child and held that counsellors, teachers, administrators, parents, and members of the community must work together to maximize the development of each child, including the normal, the gifted, the exceptional and the deviant. The need for this broad support system, clearly articulated by the 1972 Royal Commission on Educational Planning, was not a point of focus in 1959. Throughout the years and to this day, there appears to be an uneasy truce between the school and the community with parents often feeling left out of the education of their children. "The majority of Alberta schools function in relative isolation from the communities which they serve.... Such separation flies in the face of empirical evidence supporting the belief that parental involvement in the schools improves children's academic motivation.... Educators who stifle this force lose a potent ally in the fight against obsolescence in schooling" (Report of Royal Commission on Educational Planning 1972, p. 126). I believe these words could have been spoken by Mr. Aldridge and the problem remains to be overcome.

The courses Mr. Aldridge taught included information on how to structure and administer guidance and counselling services, how to gather and present vocational materials, and how to administer and interpret tests. He stressed the need for objective data about the student and said it must be gathered from a variety of sources and integrated to project an image of the child in his totality. Mr. Aldridge stressed the limitations of test results and cautioned students about possible misuse. Mr. Aldridge stated that fostering child development involved recognition of the child's physical, intellectual, social and psychological strengths and weaknesses and acting so that the child's needs can be met in an appropriate way.

In 1951, Wilson concluded: "The province (Alberta) has gone a long way in a short time to provide a very sound foundation of training and supervision for future growth" (pp. 23-24). He is remembered as a man who "encouraged and cared for people" (Dr. H. Meltzer, 1979, pers. com.). He worked to develop cumulative record forms that continue to be used by Alberta Schools and which have been termed "invaluable" (Mr. A. Nicols, 1979, pers. com.). Mr. Aldridge devoted much time to development of curriculum that embodied principles of physical and mental hygiene and which attempted to meet the intellectual, emotional and social needs of a wide range of students (see Appendices D and E). He worked to coordinate programmes that would provide all the students of Alberta with up-to-date and relevant vocational information. He helped establish testing programmes and to train guidance workers that would not negate the individuality of each child. He drew on the counselling theories of the period that conceptualized the child as an autonomous individual who, while being respected, needed information and guidance in formulating solutions to vocational, educational, social and emotional concerns. He worked to establish counselling and guidance as a professional endeavor that was sensitive to the needs of the community, the school and the parent but with a primary commitment to the student.

As a word of academic caution, I wish to note that this interpretation of Mr. Aldridge's contribution to the development of guidance in Alberta was based in general on information and material given to me by Mr. Aldridge fifteen years after he retired as Supervisor of Guidance. It reflects his views of guidance and counselling as they are at the end of that part of his involvement in the movement. This work therefore presents a static rather than changing or evolving view of Mr. Aldridge. To put his thought and contribution into a developmental context, I will make the following speculations. When Mr. Aldridge was appointed Supervisor of Guidance in 1947, the main thrust was to provide the framework and essential resources for vocational guidance. In the fifties there was a movement towards developing curriculum for group guidance courses and an increased concern for making provision for individual counselling. This trend reflected an increasing concern for the multitude of personal, social, educational and vocational needs of adolescents. By the 1960's, curriculum was being developed for exceptional children--the gifted, the handicapped or the developmentally retarded. In addition, there was increasing emphasis on developing special programmes dealing with the use of alcohol and tobacco and for the delinquent and the academic drop-out. Through these years, Mr. Aldridge brought his own view to what services guidance and counselling should provide but I must acknowledge that he would have been influenced in the emphasis on various aspects of these services by those who worked with him.

In all his work, Mr. Aldridge was, and remains, a true educator. He brought to his work a love of learning and caring for people. He worked to make education more meaningful and relevant without losing its depth.

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APPENDIX A

EDITED INTERVIEW WITH A. A. ALDRIDGE

"Without theory, practice is but routine born of habit. Theory alone can bring forth and develop the spirit of invention" (T. Reik).

Proposed Questions:

1. Who do you feel most influenced your views of:

   (1) education

   (2) guidance and counselling?

2. Two of the first directors of guidance in Canada were Howard Ross Beattie of Ontario and Harold Johns of British Columbia. How would you characterize their approaches to guidance?

3. How did you feel about their approaches?

4. You have stated that Frank Zeran was your adviser and friend when you were doing your graduate work in Oregon. How did he influence your thinking?

5. People often speak of guidance and counselling. Did people in 1947 distinguish between the two processes? How useful was/is the distinction?

6. We often think of three general approaches to counselling: the directive (Williamson), the non-directive (Rogers). What was the situation in 1947-63? Has it changed? Which approach did you feel most akin to?

7. What did counsellors of that time focus on - group guidance or individual counselling? Did that change over the years? Why? What would you see as an ideal balance?

8. What are your concerns about the present (1978) programs?

9. You have indicated that a prerequisite for guidance workers and counsellors were certain personal qualities. What do you believe these qualities are?

10. Did you then and do you now believe that guidance workers and/or counsellors should be practising teachers, former teachers or do they need to have been teachers? Why?

11. Some concern has been raised that guidance/counselling people served a disciplinarian function. How do you feel about this? Why? Other people indicate that counselling/guidance served only an adjustive function, thereby serving the needs of the school and society to the detriment of the student. Do you agree that this should be a goal of guidance and counselling? In this connection, the problem of confidentiality is raised. What are your views on it?

12. Concern was expressed about the use of tests. What did you consider an appropriate testing program? What tests did you recommend for use in the schools? Why? What tests would you not want used? What are some of the dangers involved in the use of tests?

13. What did you consider the obstacles that you had to overcome in order to have guidance and counselling accepted in the schools and by the community?

14. You were very involved in development of curriculum for courses in Health and Personal Development. What needs or goals did you want met through these courses?

15. Concern was voiced that Health and Personal Development

curriculum infringed upon areas that should be dealt with in the home and/or church. Did you believe those were valid concerns?

16. What did you see as the strengths and weaknesses of the program?

17. You worked hard to gain status and credibility for the guidance movement. What do you feel were your major contributions in this area?

18. Did you feel that, by 1963, that there was recognition of the need for and the value of the guidance/counselling services of the calibre you wanted to see in the schools?

19. What remained to be done?

20. In 1959, the Report of the Royal Commission on Education indicated a concern that education had moved away from academic achievement and intellectual development. The Majority Report recommended that "greater emphasis be placed on the acquisition of precise factual knowledge - such knowledge to be set forth in the curriculum guides and prescribed as a basic core for all students? (p. 104), that standards of achievement be set, and that the task of educators was to "focus consciously ... every suitable aspect of curriculum and operation upon the development of good citizenship" (p. 45). Cormack, in the Minority Report, indicated a similar concern that education refocus on intellectual development and achievement but regarded the emphasis on preparation of the child for living socially as a pragmatic and conformist philosophy that went against the development of the child in his uniqueness. What are your thoughts in regard to this?

21. The Majority Report seems to indicate that much of what was

wrong in education in Alberta could be alleviated by better qualified school personnel. Cormack, in contrast, saw this emphasis as an "authoritarian" position that, to a large extent usurped the role of the parents in education, and one not to be tolerated. Cormack, who emphasized a more academic than social tradition in education, did not support the emphasis on extensive teacher training. Instead, he believed that by providing free access to institutional alternatives to parents and students, incompetent teachers and ineffective schools would be eliminated. What is your position in regard to these proposals?

22. Cormack was particularly concerned with what seemed was the school's assumption that it was a power unto itself in directing the educational progress of the child. He points out that instructions regarding the use of the Cumulative Record include: "At no time should a parent be informed of a pupil's intelligence quotient." He was alarmed by the exclusion of the parent from the decision making process. Some people might feel that such a directive places undue emphasis on test scores and serves to mystify the concept of intelligence quotient in particular. In general, it could be seen as an indication of the exclusion of the parent from the school and a mystification of the educational process. It could be interpreted as setting up the school and educators as authorities that are not be questioned. It may be seen as an indication of a lack of understanding of the concepts in the field of child psychology. What are your views about this?

23. Another area of concern in the 1959 Majority Report was the

curriculum of Health and Personal Development courses. It was felt by some that it could lead to "an unhealthy degree of introspection" (p. 119), and that it intruded into matters of values and standards, matters dealt within the home and church. Of particular concern was the quality of teaching, "and the pitiful performance of some ... who are consciously aware of their inadequacies or who are insensitive to the beliefs of others because of deep personal conviction" (p. 119). Cormack was again concerned about the exclusion of the parent and quotes the Brief, Catholic Conference on Alberta, "The school staff ... too frequently loses sight of the delegated mandate which it holds from parents and tends to feel that education is solely its responsibility? (Ibid., p. 369). Do you think any or all of these criticisms were valid? If so, which ones and why?

24. You have indicated, both in what you said and what you have done, a belief in the education of the "whole child," and an interaction between child, parent, school, and community. Do you believe that this was a widely held view? Why?

25. What did you see as the function of education? What did you see as the goals and objectives of education?

26. How did guidance and counselling serve those goals and objectives?

27. What do you feel has been your greatest contribution to education in Alberta?

Marie: Who do you feel most influenced you?

Mr. Aldridge: Well, undoubtedly my father.

M: What was it that he gave you?

A: Well, of course, he himself was a great reader, not having had the chance for an education himself as a boy in England. He came to Canada in 1884 and his sister followed him a year later and she kept house for him while he finished his schooling and work and so on and finally got his University degree. He really felt that education was vital to every aspect of life really and there was always encouragement in the home, good books to read and this sort of thing and, of course, he would tell me stories of Dickens and so on. He lived in the part of London that Dickens wrote about, in fact he could have been one of Dickens' boys the experiences he had as a youth in London, and I think it was his kind and happy way of course that made everything so meaningful to me. I was the youngest of four boys and the others were several years older, so I think probably that he took a little extra interest in the fact that I liked stories ... One of my favorites, of course, in those days, as children today, was The Christmas Carol. He gave me this as a kind of encouragement, of course being a clergyman we had very little in the way of money. Even though I would have liked to go on to medicine when I finished high school, in those days there wasn't any opportunity of you earning money to make your way through. You couldn't borrow anything, of course, it was unheard of and Dad, of course, told us about Normal school and that is how I got into teaching. But I did have, of course, along the way, many, many good friends in education who were a lot of support. One of the most interesting of these was a man who had returned from the First World War, he had his degree before he went over and he had taught in Wetaskiwin when we were there and then he was appointed Inspector of Schools . . . Now when I went down to Holden to take over my first principalship I dropped in to see him. He had left education, he had been dismissed along with eight others because of the economy by the government of the day, that was in 1923, and he got into law and became Secretary of the Department of Industry and Development as it was known in those days. I dropped in to see him and talked about some of my problems I would meet as a principal. He spent a couple of hours with me and really gave me a very, very fine indication as he saw it of the role of the principal in a small town. I tried to use many of his ideas and did use them.

M: What was that?

A: Well what were they? He said don't forget that you as a principal have to accept your role in society as one of the leaders of the community, you have to through your greater effort keep yourself more or less above reproach in your personal habits and conduct, and you must remember that the children will always look up to you as something worth emulating, this kind of thing, and he said, don't forget too there is a role for the principal to play in a small town, in participating in community activities and accepting some of the responsibility for leadership. This kind of approach you see is a very, very sound one.

M: And one that you followed?

A: I followed it all the way through, all through life. I think that probably had as much influence on my teaching as anybody else. A funny thing that same year I had a visit from the high school inspector, while I was teaching in Westlock. He had been my high school principal, and after the visit he said I think you are a better teacher than I thought you would be. That is a bit of encouragement too in a way, you see. When I look back on him, George Everett McKee, the principal of Strathcona high school, they named McKee school after him, and he was Superintendent of schools here, too in Edmonton before Sheppard, Sheppard was my math teacher at Scona. I took Latin from McKee and thoroughly enjoyed it. People like this are bound to have an influence.

M: Sure they are, that's right. Who would you say then was the main influence in how you approached guidance and counselling?

A: Well, again, I think maybe this began when I was in the Air Force, I was sent down to take a counselling course by the Air Force to Ottawa, a new departure, a Course 3, a 3 week course. We had three people at that time as staff instructors, one of them was the man who is still General Secretary to the Education Association, Freeman Stewart and I got to know him quite well. I thoroughly enjoyed their approach, what they were doing. I thought it had real possibilities as far as airmen were concerned in helping them prepare a course for advancement in the trades, and also to get ready for the postwar years world. I did a lot of talking overseas to groups of airmen about the repatriation program of DVA and he kind of kindled this, but I already had it before. To me this is kind of fundamental in a way.

In 1936 I had a class of 25 people leaving grade 12 in the midst of the depression in a small town and they didn't have much of an idea of where they could go, what they could do. There was no money so we did a lot of talking together about this, as a group we were all good friends because they had worked tremendously hard and they gave an outstanding performance in their examinations. I had one youngster with an average of 87 percent in her grade 12 subjects in one year, she got 97 in one subject, and one of the other girls got 100 in history and this sort of thing. A good group of people and the problems of getting something to do in the vocational aspect. It was so vital at that time to them. It is rather interesting, five of those girls went into nursing, I think seven of them went into teaching, two of them into engineering, one became a clergyman, and all but one of them went on to something afterwards, that one got married unfortunately. She was a bright girl, I say unfortunately because I think if Tess had gone on and married later, it would have been much better. She would have made some contribution. Now remember these cases were nearly all Norwegian children, children of Norwegian families and were raised in good homes with a good home background, and they are earnest and anxious to get somewhere. I still see them ... they are still good friends of mine, all of them.

M: I think we all remember good teachers.

A: Well, we had a good time anyway, I had a tremendous community where I was.

But then I was sent back, of course, from overseas to head up the counselling and training program for DVA here and I had a staff of 10 counsellors and 10 interviewers and about 30 clerical staff to handle the large number of applications for training of some kind by these veterans. These men did not have training in counselling, I was about the only one that had any background at all in it, but they made a conscientious, earnest effort and did very well and some of them, of course, who were teachers went on to guidance in the school system afterwards, in social work and this sort of thing, but when the Department dropped I knew I would have to get into something other than this. The job eased off after two years and I just couldn't sit around doing what some of the people have done since until they retired.

I had the good fortune to receive a letter from Harold Johns in that first year telling me about their summer school out there and what they were hoping to do and some of the people that were coming in, amongst them Frank Zeran and Paul Landis and top calibre people from the States. So I talked to the Chief who would give me anything I wanted pretty well ... W. E. Frame ... and Gordon Watts who was head of curriculum under whom I actually worked. I thought maybe I should go out there and get a little of the background on what they were doing in British Columbia. So I attended the classes for some six weeks there and learned to know Harold and his wife very well, and got to know both

Frank Zeran and his wife you see and Paul Landis and his family, he was from Washington State University ... he wrote the book called Social Living and many, many books, he has a very good reputation in the field of sociology. And of course, Frank himself had written a couple of books at that time. His chief area was vocational information and he was considered to be a bit of an expert. As a matter of fact, he had worked for the federal government in Washington before he came to Oregon, he was at Wisconsin and spent several years in Washington helping with a variety of vocational information to the various schools in the various States in the U.S. That summer helped a good deal, you see, to give me a focus, particularly in vocational and group guidance because both were being done. I don't think any one person would have had that much effect. I had the privilege of hearing Williamson talk. I spent an hour with him over a cup of coffee and I found him to be a tremendous person, very inspiring and heading up one of the largest guidance programs in a U.S. university at Michigan State, you see and then I also heard Rogers a couple of times and had just a minute of conversation with him, he was a tremendously busy man. Both of them I could accept a lot of what they said.

M: Sort of bringing the two of them together.

A: Of course, I think you are talking about what particular philosophy of guidance, I think I went more towards the eclectic either directive or non-directive, although I liked Williamson's books very much. His point was this, that I question and answer in trying to help a youngster understand his problems much better than you can by encouraging him to talk only in the non-directive ... well this is not only a waste of time and effort when you can arrive at it through question and answer ... you don't make the decisions for him at any time, he makes them himself but you do it through question and answer. That's a pretty practical approach. I'm not a Rogerian, as such, I'm more like Williamson. I think he is dead now.

Another man who I met, heard speak one time, a chap named Nickerson who was a state director of guidance for New York State. He was another expert in the field of vocational information. Of course they had more ~~towns~~ in New York state than we had, ten times more than we had in all of Canada put together at that time. These people ... one thing about the American guidance people, I don't know whether you have met any of them or not ... they are tremendously helpful people.

M: They were certainly willing to share their knowledge and experience.

A: I was on the Executive of the American School Counsellor Association for several years. I knew many people at that time so I don't think that any one person as such, but you pick up a little bit from each of them. I would probably tend to feel that Williamson's writings were as helpful as anything I saw. I liked the client-centered therapy as well, of Rogers.

M: You stated that Frank Zeran was your advisor when you were doing your graduate work in Oregon. How did he influence your thinking?

A: Well, I think largely by (a) his enthusiasm, his tremendous zeal for work and the fact that he was completely sold himself on the need for providing help to people, emphasized in a large measure by his work with veterans, the veterans in the States in the universities after the war. It was also because he had a willing ear, he would always listen and talk about anything, he had a lot of ideas. Now, Frank was not a genius, he was just a good sound man. He was, of course, at that time, Oregon State was a very good school for guidance, much stronger than Oregon really. Oregon came on later with people like Tyler and people like that. I don't know what it is like now under a new Dean but under Frank, Frank had the very happy faculty of getting strong men.

M: It still has a very good reputation.

A: I was very happy when I worked there, as a matter of fact I encouraged a lot of people to go down from here and a number of them did. Frank (Zeran) also built the kind of graduate program for me that he thought was the most suitable for what we were trying to do here, and I was very happy with everything he taught me. He was quite generous in his interpretation of my thesis ... so I have nothing but kind thoughts of him. We brought him up here when we changed over to a Guidance Counsellor from a Guidance Association, he was our first guest speaker. I think he did a good job, no orator, but a very conscientious and sincere person.

M: That comes across. People often speak of guidance and counselling but did they, in 1947, distinguish between the two processes and if so, how useful is the distinction?

A: Yes, I think those that were responsible, of course, for the report to the Department, Panabaker and Dr. Smith, they were all quite aware of the distinction between them, and there is a distinction between guidance and counselling. I think we did from the very start. Guidance is a broad field of helping students, you see, counselling is working with the individual to determine solutions to problems of concern to him and our counsellors all did individual counselling and this along with providing vocational information, working with community leaders, helping out in Home and Schools and all the other things that go with it to make up the guidance program. Working with teachers, this was one of the biggest jobs we had, of course, trying to sell teachers on the need for this sort of thing. A lot of the old timers, including some of my good friends, said, "Look you people are just wasting time when you have this hour off and I would like to have the hour off to do a little preparation myself." You know this sort of thing. You are bound to meet that, of course, in the beginning. It took up a good deal of time, in fact some of the members didn't accept it. I can think of one man ... he never did take to guidance. That was his privilege, of course, they didn't know, they didn't understand it or want to understand ... I think I told you that when counsellors were first appointed in Edmonton often the vice-principal was chosen to counsel and now, of course, that is somewhat an anomalous position, because at times he has to discipline, then he wants to counsel maybe the same person. I spoke to Mr. Shepperd . . . this doesn't make sense, of course he had been my math teacher and I knew him quite well, well he says we left it to the principal to select the ones they wanted. By the way the first Supervisor of Guidance in the city was Bill Wagner and Bill, I think wanted a good deal of autonomy on the part of the school to select the counsellor and they did get some very good men. Harold McFarlane at Victoria High, a terrific job, but his discipline was done in a very, very sound way too. He would put the person on the spot and then make him own up to his responsibility and this sort of thing, and in this way he didn't conflict with his guidance role.

M: Yes, that's right, you can separate them.

A: It was difficult. Now, of course, too my job was made a good deal easier by the work of Harold Panabaker, in Calgary as well. Harold had gotten an earlier start, you see. Harold had done this, both he and Bill Wagner had been army examiners during the war and these were the people that helped to select and helped to determine what particular branch of the service a person would go into when he enlisted in the Army, they did the testing and that sort of thing. A lot of very sound men were involved in this work including Dr. Smith. One of the finest men you could meet, never varied a bit, always the same. He and Pete Coutts were so much alike, former Dean, the first Dean was M. E. La Zerte. One of the best thinkers we ever had in education. Now I don't think there was ever any confusion in the minds of those involved in guidance at that time of the differences between guidance and counselling, counselling was one aspect of guidance, that was all. Then, of course, you had your group guidance and all, so many other things, p.r. ...

M: That's really important.

A: Oh, very important, I did a great deal of work with people. I thought it extremely important to involve parents and administrators who were responsible for education about the guidance program and acceptance of the guidance program, why wouldn't they accept it. I used to speak very, very often to Home and Schools, of course.

M: When I went through the reports I wondered where you got all the energy ...

A: Well, I did, I used to work often three or four nights a week. If I didn't have the kind of a wife I had, you know, and the support that she gave me all the time. It had to be done and a lot of times I wondered whether I was banging my head against the wall without making an impression on the wall. I would say that by 1963 there was acceptance of guidance but that I think is the relationship between guidance and counselling ... both guidance and individual counselling.

M: Do you see a change over the years?

A: Well I have lost touch with it since I retired. I have been talking to some of the other employees who are a little unhappy about the fact that guidance seems to have slipped a bit, and I can only attribute that to the lack of direction at the top ... I don't know but there must be somebody responsible or something. I do know that when I left some members of the Board were very keen about guidance at that time and Bert Hohol, of course, had given a lot of strength to it, so had John Paterson, a lot of support and was making good headway. We had men like Jim Davies and so on, very, very talented people. It may have been that we moved a little too far over into the theoretical field . . .

M: It seems like the focus moved more into personal counselling and away from guidance?

A: Yes, that's right, yes, away from guidance, as such. I think that is no way to develop a program . . . to establish a program.

M: Maybe the swing will go back?

A: I would hope so. You see one of the main ways we helped to sell the program to the community was through vocational guidance. You see the great field in the preparation of vocational material. Our bulletin that we put out every two years, that little booklet about 80 pages called Occupational Trends and Job Opportunities. Opportunities, which was a very good bit of work even if I say so myself. We did that for about six editions, over a period of twelve years or so. Then we distributed on the average to every high school in the province about 100 pieces of occupational material a year, a mailing service you see, and that's done by the Board. I think then they set up this research centre in the School Board, I think it is still functioning, it's doing some good work. But the career days and career nights became a very important part of our work and we hoped to cover every high school in the province at least once in two years, so every student between grades 9 and 12 would have the opportunity to hear from speakers of his choice. We would, of course, publicize the schools and find out what they wanted in the way of speakers. We set up teams of speakers and had them go out ... we had the Army, we had the R.C.M.P., and we had law, and we had medicine, we had nursing ... different areas of apprenticeship training, always somebody from the apprenticeship board. These kiddies up at Hines Creek and in the northwest part of the province would have a chance twice in their high school period to see and hear some of these speakers, they would all go out to the schools. Now about the speakers themselves, one of them two or three times was Don Getty on the oil industry, he made a big hit. He was a football player at that time. I do know that talking to many of the speakers afterwards, years afterwards, that they got quite a lift out of it. It focused on what options or careers they might be interested in. For instance, my own grandson when he was in grade 9 at St. Paul, my son-in-law was stationed up there in the Mounted Police, Dr. Herb Meltzer went up to speak about medicine, he was tremendously impressed by Herb. But the career days, I think it is safe to say, there were very few high schools in the province that weren't covered every two years. Of course, at this time I had an assistant and we would go out alternate weeks, you see and take the teams around and this sort of thing, and ... oh it was a real success ... Leonard Gads spoke in engineering.

M: Oh yes, I remember that.

A: Leonard Gads had a great sense of humour ... the fact he died was witness to what he did ... he always made a great hit in engineering, you know and undoubtedly many young engineers went, many people went into engineering on that account. None of the men tried to sell their occupations as such. At least if I could avoid it, they didn't. Al McTavish would go to speak on business opportunities, McTavish Business College ... he knew the value of it, he was willing to spend his own money as well as pay his own expenses ... we couldn't pay expenses, you know ...

M: So that was a real contribution.

A: I think that was a big contribution to the kids of the province you know, all the children ... and a ... this vocational guidance took a great deal of our time. Now this matter of the Health and Personal Development courses arose out of this, you know.

M: Yes.

A: In part. There had been a course in high school for many years called Vocations and Guidance.

M: Right.

A: It was two credits at the Grade ten level. It was an option ... A lot of them taught, you know, but in some of the schools, but yet some teachers ... ah ... saw merit in this and did a good deal with it ... I always did it in my school ... or had someone do it and ... then Calgary under Panabaker, and Panabaker was a good leader ... organized a vocations course in Grade eight ... ah, because all the kids went into Grade nine had to do some thinking about ... about the high school you see and this sort of thing ... they went on to nine ... they called it not Vocations ... Occupations they called it ... something had to be done with the Vocations and Guidance course and Panabaker was having great success with his programme in Calgary ... so we drafted a course that went a little further than this to begin with. He was concerned only with vocations. We brought in a fair amount of material on study methods and this sort of thing ... And extended the programme ... probably made it, oh, half as long again as his original course, you see. We tried this out in five schools in the province including Queen Alex School here that had ... that had ... at that time, one in Medicine Hat and one in Lethbridge, one in Calgary ... no not in Calgary, no he (Panabaker) had his course there, Wetaskiwin ... we brought the teachers for the course in, examined in detail what they had done, throughout the year and really got a reaction from there, later from themselves and from their principals and even from some of the students as to the worth of this kind of thing. Well, there is these advantages about group guidance courses ... that you do cover a lot of the general details in the group. Information that everybody has to have and it avoids doing it individually and is a great time saver.

M: For sure.

A: Particularly is this true of the general approach of how to study an occupation, this kind of thing and also on study methods, how to study ...

M: Sure and there is no point in doing it individually.

A: No point in doing it individually. So we introduced the ... I think we called it Personal Guidance Course for the first time ... Yes ... or did we call it Vocations and Guidance ... then about this time, the Department was having us do something about health education and mental health is a very important part of health education ... and that was of course an aspect of guidance that was very important ... psychological concepts and so on that go into mental health and then we dropped the programme that was involved with health including all aspects of health and combined it with the guidance and called this Health and Personal Development. Now the choice of the name Personal Development may be not a good one, I notice there that you ask the question whether or not what we were dealing with conflicts with the church and the home ... ah ... it was a very ambitious type programme, I just about sweat blood in the beginning of it because I did the original draft myself.

M: I thought you said you had written much of it yourself?

A: Yes, I did write much of it to begin with and it took a great deal of effort ... on the whole, I think it was a reasonable kind of approach, I believe so ... with due recognition of the fact that I was inclined to do it ... ah, the Department decided against the wishes of some of the old-timers, who never did give us too much support, when we introduced the programme, we required it in Grades seven, eight and nine, that it be taught one or two days a week and also in Grade ten, although we had to make that an option a little later on ... and we spent a lot of time with training teacher consultants, that sort of thing ... as a matter of fact, we offered one year, a course in summer school to about twenty-five, ah about thirty teachers, I guess and really examined in detail all that was implied in the programme, did a lot of work around the province with conventions and that sort of thing, talking about it. We had problems selling it because of this conflict with home and church and all that and so on ...

M: How did you feel about that ... ?

A: Never any conflict. You see, of course, the problem with the programme, this is those that opposed the course, largely on these grounds that our teachers weren't really qualified to handle it ... and it wasn't very well offered in a good many cases ... they were willing but they didn't have the background, unfortunately ... when you think about them offering it you are considering it in terms of maybe your own background ... we weren't able to get the kind of books we wanted, to begin with, the Health books were not good books ... we had problems ... and eventually it went by the boards after I dropped out, but I do know this, that we are going to come back to group guidance before too long, just got to do it ... it is so needed. Although I don't know, maybe ... I lose heart when I think about what is happening in the schools in some ways today, and yet I am not that familiar with it ... so I don't know really what is happening as far as guidance is concerned. I do know this, that there is not, I feel quite sure, not as much emphasis because Mort Watts is gone, Bill Frame is gone, Bill Swift has gone, men like this, you see, that gave us support. They were succeeded by people that are not quite as oriented in this direction. I don't know what they are doing in the schools at all. I haven't any idea.

Well ... another big thing, too, where we had a lot of difficulty was with the cumulative record, you see developing it.

M: I saw that, especially in the Minority Report (Royal Commission into Education, 1959).

A: Right ... we had problems there, of the cumulative record as it was started in Calgary and Edmonton ... we had a provincial one that was a little different, and most of what we had included in the Cumulative Record was of fairly confidential nature and this was for the use of teachers and was originally designed for that purpose and was never designed to show to the public ... as a matter of fact, I got a ruling from the Attorney-Generals Department as to whether or not they would ever require the Cum record to come to court, to get information from it ... and they wouldn't give me a ruling as such but they said the nature of the document was such that they didn't expect the courts would ever ask for it. But, that still didn't help particularly, in so far as supporting it was concerned. It took a lot of work, boy oh boy, did we put in countless hours, hundreds of hours you know, on this thing, trying to get teachers in various parts of the province to understand the implications, now that of course ... the difficulty too was physically to get the records completed in the class. The teachers who were only partly sold on it or busy teachers would not find the time to keep the records up to date ... and yet that, plus all the information we could get about the students, if it were kept confidential, would be tremendously helpful and was tremendously helpful ... and I was talking to one of my friends who was principal out here at the school, the Youth Correction Centre ...

M: Youth Development Centre?

A: Yes ... one of the counsellors, I was talking to him just last week and I saw the Cumulative Record and he said, "I couldn't get along without these."

M: Yes, you have to have an overall picture of the child as he's growing.

A: Yes, that's what we tried to do, you see, in the Records. So they are still being used. But we introduced them province-wide, you see, and that took I remember spending ten days in Lethbridge, going in with every school worker, all the staff, in detail and going back again and again. The superintendent at that time was a grand chap, he said, "Hap," he says, "You can do anything you want to do with this but be sure they understand something about it. You must do that before I will bring them in." But he introduced them right away ... he did this, put this other man in charge of guidance. That took work. Now one of the important aspects of that was the testing section, we should talk about tests.

M: Yes ... I want to get back ~~a little~~ bit to ah ... the problem of counselling and this ties in with the Cumulative Records too ... was that when children come to counsellors ... they often want to know if what is being said is confidential.

A: Yes.

M: That it isn't passed on even to principals or else to parents. How do you feel about this?

A: We insisted on that ... absolutely.

M: You insisted each relationship was confidential.

A: Confidential relationship.

M: Okay yes.

A: That was vital and that was one of the reasons why we would quarrel with this man who ...

M: Cormack?

A: Cormack ... a good doctor, he just gave up medicine to become an educator and he should have stayed in medicine.

M: I think that often that is one of the conflicts you run into. People who have training in the area of education and other people saying, like I have the right to say what is to be done and so there is always that pull between the two factions.

A: Right, right ... we insisted upon the confidentiality and that was always emphasized.

M: Yes ... I ... one of the things raised and especially in the Royal Commission Report in '59 was that counselling sometimes,

sometimes counselling was used to make kids adjust to the system. Did you feel that?

A: Well now that would be in some cases.

M: But that wasn't what you saw as being important.

A: I can think of one High school where the principal and the man in charge of counselling had somewhat the same point of view that the school must come first, you see, ah and discipline must be maintained and the principal, a friend of mine for forty years, was an authoritarian type you see and . . . the counsellor of course, he had to go along with him. I used to sit down almost with brass knuckles to tackle this friend of mine, you see, the principal, try to make him see it. It was difficult because he was determined that he was going to run things and that's all there is to it. And kids would have to conform, and, the kids of that generation weren't conforming too well, you see.

M: That's right.

A: And the work that you are doing today you see, if we had the kind of counselling we want, we'd probably have fewer of these people who are . . .

M: Yes . . . that's right.

A: There isn't any question about it. Again the home that is often critical of the work of the school is the one that is not, often doing its job. All too often.

M: Yes.

A: So I don't know if that is answering what you are asking or not.

M: Yes ... that's what I had asked ... the adjustment and we talked about the discipline, too where it can conflict when the teacher or the counsellor is expected to be the disciplinarian.

A: No, they were not and very rarely were they used as such. Occasionally it happened I suppose but of course they could see themselves if they had any sense at all, any sense of their role that this couldn't, just couldn't work. And, that was emphasized again and again. And, of course, I always had a large class at summer school. I taught summer school for nine years you know ... large classes, they were large classes and of course, you put over this philosophy all through the summer you see and this ... many of these people would go back not to counselling roles but to classroom teachers, as subject teachers and when they got the reaction of the members of the class and the essence of the lectures that were given they certainly would not approach their role in the school in just the same way as they would before. I think it would have an effect ... and the other effect that I always used to say to a counsellor, "Now you may feel at times that you are not making any headway," but I said "you don't know what, just what good you're doing." Um... You don't know just how this is affecting an individual, if he trusts you, and you have a good working relationship with him, and he feels he doesn't want to talk to you about it, let's find out what's happened ultimately.

M: Or as I was saying, we all remember teachers that maybe never knew what they meant to us.

A: Yes, that's right, that's right.

M: You don't see it ... it may come out 20 years later ... when they enact some part of your dream.

A: Yes, yes.

M: Okay, we'll get on to tests ... I have here: Concern was expressed about the use of tests. What do you consider or what did you consider an appropriate testing programme?

A: Well, first of all, there has to be academic aptitude area of intelligence that has to be examined.

M: Right.

A: Followed by achievement testing, of course and then, of course there are the, I would call them ancillary areas of interest and personality. Now I don't believe that personality tests as such should be used in the schools generally.

M: Yes.

A: The majority of tests, the MMPI, you know it, do you?

M: Yes, I do.

A: And ... some of these tests are so difficult to interpret. Now, I put in, I think I told you, about eight months in industry, nine months in industry when I retired.

M: Yes, I remember you saying that.

A: And they place a great deal of emphasis on ... I couldn't accept that.

M: No.

A: Couldn't accept it at all, the interpretation that they gave to tests, I thought were extremely subjective and often, probably a way wide of the mark. However, I did feel there should be at least intelligence testing if the results were interpreted properly, at least once in each department of the school divisions, one to four and probably every couple of years. The group intelligence tests, I prefer to call them academic aptitude tests, than intelligence. They aren't tests of intelligence at all, they are tests of reasoning to a large extent and the ability ...

M: You are thinking of the differential aptitude ... ?

A: Not like ... well I introduced the DAT into Alberta.

M: I thought you had.

A: ... and I like it, I like the first two tests, they deal with verbal and mathematical capacity, those two scores combined give a pretty fair indication of a person's possible level of achievement ... they don't constitute an intelligence test as such. I'm thinking in terms of such tests as the Otis and this sort of thing, you know, or were so called intelligence tests. They were tests of academic aptitude to a large extent. Now there are good tests to indicate a person's performance level but the more advanced type ... The Miller Analogy Tests ... you ever seen it.

M: Yes, I have.

A: That's a good one. A person should realize the limitations of an academic aptitude test ... he can make them be very helpful to give him an approximate level of individuals.

M: Yes.

A: But this kind of expression that you sometimes hear teachers saying, "Well he's only got an intelligence score of eighty, what can you expect of him," you see that's so damning, it's so useless really.

M: Yes.

A: If they were used wisely, they are all right and helpful, I accept any persons right to challenge the use of the term intelligence applied to testing.

M: Yes.

A: It can be challenged, if you talk about academic aptitude, fine, this sort of thing you see ... and my feeling about standardized tests is they help to give us information about the student.

M: And it is just one part information.

A: Just one part of the total process.

M: Yes.

A: Now the D. A. T., I used to like the whole battery to be given if possible because they did give a pretty fair general indication, they are tests of reasoning, you see that they had, spatial relations. They were good, up to a point, you see, but they add up the total score, gave you a pretty good picture.

M: Yes.

A: Now I was very keen about good achievement tests. We tried to find what would be considered good tests. We worked closely with the Department, with the Faculty of Education, in getting the tests selected, this kind of thing ... Interest inventories, I feel are helpful, in the vocational sense. I brought in the Kuder, too, you know, into the province.

M: Yes.

A: I brought it in through my work with DVA, we used it in DVA you see and the Kuder did a lot of good, when used well, and I think it is helpful again, if you realize its limitations ... it's only indicative, you see.

M: Yes, that's right and many people took tests' scores as God's word.

A: Oh, I could never accept that, and that is another reason why I don't like to give scores to parents, they use the tests as tools, actually what good is it telling a person, a parent that his children are superior ... ah, have an IQ of one hundred and twenty, just say that ... say that your child should be able to do anything that he wants to do academically, that's enough.

I don't know much else to add about testing, I certainly wasn't going into any, to introduce a lot of peculiar tests, I think we brought in almost every test available and had somebody examine it, you know, examine them ... to see whether or not they were of any value to us. We worked closely, of course, with the Guidance Clinics in helping the more difficult students with problems and then of course we set up our own educational clinics where ... worked again closely with them. A lot of good work is being done by Ken and these people over in the school boards . . . He's a strong man, Ken Grierson.

M: Ken Grierson?

A: A very strong man.

M: You worked hard to gain status and credibility for the guidance movement. What do you feel was your major contribution to that in this area of credibility? First of all, what did you have to overcome?

A: Indifference . . . awfully tough to fight indifference . . . eh?

M: Yes, for sure.

A: That one word, I think will give you most of the problems. Indifference . . . ah, and of course, resistance to change. I guess those two go together somewhat. And third of course, really resistance to change, due to the fact that teachers are accustomed to certain routines . . . and they really don't like to reorganize this routine . . . too many of them are subject oriented instead of people oriented . . . and to be a good teacher, you must be pupil oriented. If you are sold on them, then the subject will take care of itself.

M: That's right.

A: There isn't any question about that and I think this is the difficulty the guidance programme and specialized services will always face . . . this and those are the two things most, that bothered most . . . ah . . . again, it was that we were so busy trying to introduce what we felt was essential in our guidance programme that often you went along without paying too much attention to this indifference and did the best you could anyway. You had to, otherwise, you ... give up on it, that's all. And ah, I don't think I ever lacked courage on any of these problems. Something had to be faced up to, it was faced up to, you know.

M: Yes.

A: And I had tremendous support from, as I say Dr. Swift, the Deputy who appointed me in the first place, you see and Mort Watts, unfortunately died a couple of years ago. He was my twin, we were the same age, the same birthday.

M: Oh, really.

A: We went through Normal School at the same time ... but he had tremendous force ... ah and support from superintendents, generally around the province too, school superintendents, some we didn't make much progress with ... and of course too, some of them went ahead with their doctorates and of course that seemed to give them a little bit extra ... a bit of special place in God's hierarchy, huh ... when they got their doctorate, I said, they got a little impatient with you, you see, of course anybody could get a doctorate, it wasn't that ... maybe I should have gone ahead and got one myself but I didn't have time, I was too busy.

M: That's right, you were doing what you had to do ... I know that I forgot ... you have indicated that a prerequisite for guidance counsellors and workers were certain personal qualities. What were they?

A: First, of all, a belief in the students, belief in kids, that's vital of course, an interest in them as such, a desire to help them, a willingness to do the bit of extra that is necessary, if you are going to do a job. You can't be a counsellor unless you are a candidate with that bit of extra, that bit of extra that is needed, that's vital to a counsellor. A counsellor must also be a warm person, a person that is able to meet children of all levels, that one that he can't unbend is immediately designated as such by the counsellee, by the student ... you must be warm enough that you can and you must be interested in kids, warm personality, a belief in what you are doing, and of course, too I think a counsellor must be a bright person.

M: They have to be able to see things in a broad enough perspective.

A: That's right, yes. Would you agree that that's the qualities?

M: Yes, I was just thinking of some people I work with and know and ... the belief in people ... and willingness to do extra ... to give that extra bit.

A: You have to believe in people ... sure.

M: Did you then, and do you now believe that guidance workers and counsellors should be practising teachers, former teachers, or did they need to have been teachers?

A: I think there is a great deal of advantage in having some ... some classroom experience.

M: Yes.

A: ... a great deal of advantage, but it's not essential.

M: I see, so they have a sense of what happens in the classroom.

A: That's right, they know what the classroom experiences are. They say, well, everybody has gone to school for twelve years anyway so they should know some of the problems of the classroom but not quite the problems that the teacher faces.

M: No ... they don't take it from that perspective.

A: No, and I think it's of value, definitely to have had some background in teaching. Now, I can see where a counsellor at the elementary level, and that is an area in which I became very much interested, in the final analysis, trying to get elementary counselling underway. It would be possible, I suppose, for a person there to not have had teaching experience but I do think they would be better off if they had it.

M: Yes.

A: I mean they, if you have the other qualities necessary to reach children, five or six years of age, you know, to me this is vital ... If guidance is going to go anywhere, it must reach into the elementary level.

M: Yes, for sure.

A: I don't know how it is making out, we made very good headway the last two or three years I was in the business.

M: I think there are part-time counsellors in all the elementary schools in Edmonton.

A: I'm glad of that because I tried my best to get that underway you see ...

M: Yes, I think that's ...

A: To me, that's the big thing, and I don't know ... you are talking about what are the present needs?

M: Yes.

A: Without knowing what is happening particularly, I do believe this, that students have to be able to talk to somebody about their problems ... and also to, in turn, to be approached by qualified people, by interested people in analyzing common problems and this sort of thing.

M: And so that is not only in terms of their vocational needs but also in their psychological needs.

A: Yes, everything ... in this generation, for instance, about drugs and so on ... I became very much interested, of course, in helping develop a program with information about smoking and drinking, and alcohol you see, and seeing if something shouldn't be done but then of course the government knocked our props out from under us ... lowering the drinking age.

M: Yes.

A: They made it extremely difficult.

M: I saw that some people from your department were involved in seminars on alcohol use.

A: Oh, yes, as a matter of fact I just came across a book this morning written by a friend of mine named McCarthy called Teenagers and Alcohol in the Book Centre. I didn't know I had it, I came across it by accident. The copy I have was signed for me. Reynold McCarthy was an extremely fine person. He died about ten years ago. He worked very, very hard ... This book, Teenagers and Alcohol is a good book. It's very well put. But you see the government, put it down to eighteen because people can fight at eighteen, you see for their country. I don't see any relationship at all between the two things. And, we are going to have a lot of younger alcoholics.

M: That's right, they don't have the ego development, in fact, to allow for those kinds of things.

A: That's right, that's right ...

M: Okay, I'll get on to this next question, I'll summarize. The Majority Report (Royal Commission on Education) in 1959 recommended, basically, a "back to the basics" philosophy, a greater emphasis be placed on the acquisition of precise, factual knowledge and that standards of achievement be set and that the task of educators was to focus consciously every suitable aspect of curriculum and operation of the development of good citizenship. Cormack, in the Minority Report, indicated a similar concern, but regarded the emphasis on the preparation of the child for living socially as pragmatic and felt that this went against the development of the child. How did you feel about this?

A: Well, I feel that, I agree with the Majority Report, of course ... that all our work in group guidance and counselling was toward the development of good citizens.

M: Uh huh.

A: Wasn't it?

M: Yes ... to help the child ...

A: To help the child approach a problem, to approach life, really, and the problems he might encounter and with information and with some understanding ... the Majority Report didn't have that much to say, really, negatively about the H. & P.D. programme. It didn't like some aspects of it but I didn't object too strongly to what they did because I had a great deal of faith, of course in the Chairman of the Commission, Gordon Mowatt. He was a friend of mine, too, and a very fine person. Mrs. Hanson did a good job on behalf of the Home and School Association. It was a good Commission.

M: One of their main concerns, really, was the quality of the teachers and the teaching of that course and I think you expressed that over and over again.

A: That's right, that was a problem that bothered me and of course Gordon knew that. He and I talked about it many times. You can't, of course on the other hand, and we have such poor teaching, done in so many areas. I don't know, we educate people over here (at University) with four years of University but we don't give them the personal qualities that they need, you know, to become good teachers.

M: That's right. That's the key to a good teacher - the personal qualities that they bring.

A: Yes ... sure ... right.

M: It takes a certain level of intelligence to do it, but then beyond that it's personal qualities.

A: That's very true.

M: What do you do with that? for that ...

A: Well, I will do something about it, I will put in a ... some process of selection that would somehow examine, maybe through practicums and that sort of thing. Just the qualities that a person has. And I would put the people who enter the Faculty of Education on a conditional basis. And I'd find by a wide use of practicum, just how these people react to the situation in the classroom. I'd have them in the classroom early on. I'd put them in charge and say "Now you go to it" and I think I'd work out some practical ... I know it's difficult, I know it's extremely difficult when you have so many people ... but we're not going to need so many people in education in the future.

M: Then we can do more selecting?

A: We should be more selective. Now the problem here too is the large staff in the Faculty of Education. What happens when we cut our intake by one half. It's going to come.

M: Sure.

A: We can't place them now! We have to be honest about it. We let them in under false pretenses almost aren't they?

M: I think they are - this has been the Faculty to come into if you wanted to get a job.

A: Sure, but not any more.

M: I was part of the period of emergency training programme - there was such a crying need ...

A: We get out with inadequate teachers who couldn't do a good job and they were chosen to do the H. & P.D. programme.

M: I read that people that couldn't teach got to do the counselling ... It's really unfortunate ... that was such an important thing.

A: I know very well that this kind of programme under the proper teacher was a tremendous thing.

M: Yes.

A: There is nothing wrong with group guidance ... it can be extremely helpful but you've got to have a person who knows what it is all about and who is interested in doing it and at least somewhat dedicated ... so ...

M: I just mentioned again the report about education in Alberta. The Majority Report certainly emphasized the need for more qualified personnel and I think that is what you are saying.

A: Ah ... yes.

M: Whereas Cormack thought we should have educational alternatives for kids and their parents. What do you think about that?

A: I never agreed with Cormack.

M: About the group guidance programme, that the Majority Report thought that it might lead to an unhealthy degree of introspection. How did you feel about that?

A: I don't think it would affect very many kids that way. It might affect some that were introspective anyway but I don't know that it would do them any harm. They would come out of it with some good.

M: That's what I thought. When I read that I thought that most teenagers are introspective and maybe what that course could have done was legitimize that and make it okay and allow them to explore openly with other people ...

A: Yes ... yes ... That's a good way of putting it, Marie.

M: I know that when I was that age, I didn't realize other people thought about those things that I thought about and so I felt really different.

A: That was one of the reasons why we built the course ... It took a lot of work to develop it, too and a lot of thinking too.

M: Sure ... How do you see the role of the parent in the school? That seemed to be, especially in 1959, and it has been in our last school strike (September 1978) a continuing concern.

A: Well, I think that the parent must be interested in the school and what is happening with children in the school. And I think the parent has the right to see the authorities about the problems of the child. We are not sacrasanct, we are a public institution. I don't want them in the classroom because they don't know the classroom particularly but I do think parents should be encouraged to come to the school and talk about the children's problems and well, I remember one or two people in my experience, parents who kept pestering the staff. You always have this possibility but I do think the parents really should be a part of the educational picture insofar as it is possible to do so ... Now the difficulty is that a lot of them are just, well some are indifferent, some are just too lazy, some feel timid.

M: For sure.

A: There is an authoritarian aspect to school, going back to their own days. They are scared to death, maybe of the principal they had at that time or some of the teachers, its awfully hard to get them to take an interest ... So I am very much in support of the parents and the school working together.

M: The last questions: What then do you see as the function of education?

A: Well, I think education should do all ... I don't know how to say this ... education is a means to an end and that end is that the child have the opportunity of learning for the sake of learning, that is, by that I mean ... that we should be interested in learning, per se.

M: A man after my own heart.

A: Yes, well too many teachers, of course, expect their students to regurgitate what they offer them, you see, and don't encourage reasoning or opinions and this sort of thing. Won't count those opinions from students and so on.

M: Somebody was talking to me about the joy of learning.

A: Oh my, yes.

M: The kids don't seem to get that anymore. That joy in just learning.

A: Well, I'll tell you my kids when they studied Julius Caesar, really got to it, you see, because they acted out the roles.

M: Sure.

A: This sort of thing and we used to have a lot of fun.

M: And that makes it living ... okay. What do you feel has been your greatest contribution to education in Alberta?

A: I don't know - I think maybe that the fact that I was fortunate enough to have the opportunity to try to introduce the guidance programme is my contribution ... although when I go back to those depression years, and I think that I was fortunate enough to be able to help kids get an education, kids that wanted it, help them to ... go on with their programmes of training, that was, I think a contribution.

M: Thank you.

A: Thank you.

APPENDIX B

EDUCATION 308 1960 COURSE SUMMARY AND FINAL EXAMINATION

Course Summary - Education 308 1960

1. Development of Guidance movement:

a. Originally, the gathering and teaching of occupational information.
b. Soon evident that educational planning needed.
c. Appreciation of individual differences received increasing emphasis in education - a vital part of guidance.
d. Tests and measurement techniques developed to answer two questions:
  (1) What are individual characteristics?
  (2) What personal traits and characteristics hold most promise for success in a given occupation?

2. Definitions:

Dunsmoor and Miller: A means of helping individuals to understand and use wisely the educational, vocational, and personal opportunities they have or can develop.

Own definition:

3. Philosophy: In solving problems, (a) the young person must be guided into self-awareness that will make him better equipped to handle such problems; (b) correct unreal aspirations.
Therefore, guidance, a process of cooperative responsibility and co-operative action.

4. Functions:

a. Adjustive - to help students understand their difficulties; 1/3 time.
b. Distributive - to assist students to distribute their energies wisely into the many educational channels; 1/2 time.
c. Adaptive - schools must continuously adapt courses and activities to needs of young people. Specific techniques - individual inventory and followup study.

5. Guidance activities:

a. Orientation. b. Individual Inventory. c. Education and occupation information. d. Counselling. e. Placement. f. Followup. g. Student Activities.

6. Basic Concepts:

a. Historical development.
b. Influence of behavioural sciences:
  Psychology - change from a speculative study to an empirical science contributed precise methods, and measuring instruments
  Sociology - population trends, economic groups

7. Changing educational needs:

Present secondary school designed to provide general education for all children; no longer only college preparatory.
Changing demands of youth.

8. Concepts of guidance organization

The need that guidance fills cannot be efficiently met by haphazard planning.
a. It is a facilitative service - does not carry out, itself, the objectives of educational programs but rather provides aids to the student, teacher and administrator. Intended to facilitate the development of the pupil and the success of the teacher's work with him. Counsellor assists by providing aids.
b. Guidance for all students.
c. Guidance involves many people:
Administrator (1) selects qualified teachers for counselling, (2) helps in determining goals and sets program in motion.
Teacher must concentrate on needs of individual pupil; reference to counsellor, etc.
d. Community conditions affect organization:
Local agencies that can assist - Family Service Bureau, youth agencies, etc. Influence of the home.
e. Leadership must be identified - qualified person must be designated.
f. Provision must be made for implementation: budget provisions.
g. Organization must be fluid - community and population changes.

9. Guidance in elementary school:
a. Child development:
(1) A regular, orderly sequence of growth and development and maturation at own rate of progress.
(2) Each child must meet not only biological demands but also cultural traditions which require acceptable behaviour patterns.
(3) All children need full measure of psychological vitamins of love and protection.
(4) Modes of meeting problems and tasks in childhood set the pattern for adolescence and adulthood.
(5) Development of independent and mature role in democratic society.
(6) Mental health not inherited; whether individual maintains it depends upon how he meets successive demands of his life.
(7) Family the primary agent for transmitting cultural patterns.
(8) Child entering elementary school encounters new demands and potential frustrations.

b. Guidance in elementary school - two major responsibilities:
(1) To develop a wholesome, positive mental-hygiene program.

(2) To develop regular procedures for dealing with personality and behaviour disorders of children early enough to ensure progress. Elementary teacher must use the tools of guidance.

10. Secondary school organization:

Role of principal - recognition, support, accommodation, encouragement.
Teacher - instruction and specialization.
Guidance Worker - provides teacher with precise information about students which will assist him to see each young person as a unique individual.
Kinds of counselling organization.

11. Guidance needs of young people:

a. Home centered problems: Parental pressure for achievement, premature demands (behaviour too mature), sibling rivalry, parental rejection, emotional climate of home, overdependence (pampering), eccentricities (Physical differences, etc.), atypical parent standards, absence of parental warmth.
b. School-centered problems: Initial adjustment to school, individual and group differences, teacher's attitude toward discipline, adjustment to high school (selection of courses, vocational aspirations).
c. Community-centered problems: societal castes, class distinctions, exclusionism (day students, for example, at boarding schools), minority groups (religious and racial), special circumstances.

12. Principles of Counselling:

a. Definition.
b. Two basic assumptions:
   (1) Behaviour is learned and modifiable.
   (2) Counselling is a learning situation.
c. Principles of counselling:
   (1) Each client must be accepted as an individual and dealt with as such.
   (2) Counselling is basically a permissive relationship.
   (3) Counselling emphasizes thinking with the counsellee.
   (4) Acceptance of the individual means recognition of the right of anyone to be different.
d. Contributions to counselling:
Wundt - individual differences.
Binet - measurement.
Meyer and the psychobiological school of psychiatry - dynamics of personality development.
Sociology and the study of the family and other groups.
e. Schools of Counselling:
   (1) Nondirective - Carl Rogers "client-centered."
      (a) Client basically responsible for himself.

(b) Counsellor operates on principle that client has a strong desire to become mature, independent, etc.
(c) Warm permissive atmosphere - no restraint.
(d) No limits - reflection and clarification of client's attitude.
(e) Counsellor refrains from questioning, probing, etc.

Three contributions: Theory of acceptance
Counselling a learning situation
Initiating evaluation.

(2) Clinical: Williamson's sight steps:
Acceptance of client also important. Decision is his, question and answer method.

Contributions: Improved techniques of measurement
Improved methods of gathering data
Increased use of diagnosis
Relationship studies have resulted in predicting one factor when another is known.

(3) Eclectic.

f. Summary: Acceptance, respect for the individual, permissiveness, learning, thinking with rather than for the client, authority.

13. Progressive Steps in School Counselling: twelve steps.

14. Assessing student abilities:

a. Elements of an adequate student record - cautions.
b. Measures of scholastic ability.

15. Assessing student aptitudes:

Test data should be supplemented with other techniques
a. Measures of vocational aptitude
Tests of special aptitudes.

16. Assessing Student Interests and Adjustment:

a. Measures of interest: Questions and answer, manifest interests, inventories of interest.
b. Measures of adjustment: Interview, anecdotal reports, behaviour description, rating scales, autobiographies, problem of checklist, adjustment tests and inventories, sociometric devices, projective techniques.

17. Occupation Information:

The guidance program must help each person to plan purposefully. Four basic services: continuous study of abilities, interest, achievement and development, continuous study of opportunities for youth experience in community and world of work, individual counselling service, and techniques for assisting youth to make transition from school to work.
a. Elementary school.

b. Junior high school.
c. High school.
d. Early employment.
e. In the work world.
f. Nature of occupational information:
    (1) quantitative (distribution of workers), community industries.
    (2) qualitative - detailed descriptions of specific occupations.
    (3) School procedures in providing information:
        a. relating course content to occupations.
        b. providing teachers with information, source materials, inservice training programs.
        c. using vocational staff to give school benefit of their special knowledge.
        d. assisting in developing library of information.
        e. working with employment services, university counselling staffs and others.
    (4) Occupational Information and Curriculum:
        a. Information for elementary school.
        b. The articulation program - visits to lower school.
        c. Exploratory courses.
        d. Regular subjects.
        e. Courses with units on education and vocational information.
        f. Community surveys.
        g. Followup.

UNIVERSITY OF ALBERTA
SUMMER SESSION, 1960
FACULTY OF EDUCATION

EDUCATION 308

August, 1960 Time: 3 hours

Select any FIVE questions. Do not combine parts of different questions. Each question will have a total value of 20 marks.

Values

20 1. “Effectiveness of guidance services depends in large measure upon the involvement of the total teaching staff.”
Explain how the following can be used to develop this effectiveness: the case study; the scholastic aptitude test; the interview; the cumulative record. Your answer should be concise and explicit.

4 2. (a) Distinguish between the subjective or essay type test and the standardized test.

8 (b) Explain each of the following terms used in measurement: range, mean, normal curve, correlation.

8 (c) Suggest four essential points to keep in mind in administering a standardized test.

10 3. (a) As a counsellor how would you proceed to survey either the educational plans of a Grade X class or the career plans of a group of Grade XII students?

10 (b) Prepare an outline to be used by all the teachers in a high school in presenting the occupational relationships of their particular subjects.

OR

List the kinds of material that should be available to provide information for post-school plans.

10 4. (a) “The view toward counseling expressed in this book is eclectic in the sense that it accepts

(OVER)

Values

neither a completely nondirective position nor so extremely directive a position as that of clinical counseling discussed above." McDaniel. Explain briefly the three terms used above to differentiate types of counselling.

10 (b) What are some of the mistakes that a beginning counsellor can make in staging and carrying out the interview?

10 5. (a) Discuss this frequently heard statement: "All school counsellors should have had successful teaching experience before appointment." Prepare arguments for and against this proposition.

10 (b) Other frequently heard statements, contrasting with the statement above, are: "The counsellor should have a calm, stable, conflict-free personality." "The counsellor is more effective if he has experienced deep emotional problems in his own life." Which side of this argument would you take? Why?

10 6. (a) Define the term, "Group Guidance". What value would it have and what forms might it take either in your home room or in the school where you are teaching?

(b) Explain:

4 (i) The function of the anecdotal record.

6 (ii) The nature and usefulness of the sociogram.

20 7. "Progress is measured largely in terms of the evaluation of one's efforts."
What significance does the above statement have for the guidance worker and the program in his school? Suggest several approaches to evaluation and develop three of them briefly.

10 8. (a) What beliefs and attitudes are characteristic of the teacher who has "a guidance point of view".

10 (b) How can this point of view influence classroom teaching and discipline?

APPENDIX C

CUMULATIVE RECORD FORM

9

ALBERTA CUMULATIVE GUIDANCE FOLDER

Name of School ______________________________

School Division, County or System ______________________________

Address ______________________________

Date Record Started ______________________________

VI. POST SCHOOL RECORD

Date of Leaving School ______________________________

Employment: Nature ______________ Employer ______________ Address ______________

Other Reasons for Leaving School ______________________________

Other Data Having to do with Employment ______________________________

VII. CONFIDENTIAL INFORMATION OR FILE

COUNSELLOR

REPORTS

- Counsellor ______________
- Case Conference ______________
- School Psychologist ______________
- Psychiatrist ______________
- Guidance Clinic ______________
- Special Class Teacher ______________
- Welfare ______________
- Other Outside Agencies ______________

LETTERS

- Prospective Employer ______________
- Further Education ______________
- Others ______________

ADMINISTRATOR

REPORTS

- Discipline ______________
- Attendance ______________
- Others ______________

LETTERS

- Prospective Employer ______________
- Further Education ______________
- Others ______________

Last Name ____ First ____ Middle ____ **136** ____

Identification Number ____ Phone Number ____ Birthdate ____

Address ____ Birthplace ____

I. HOME AND FAMILY HISTORY

	Living Status	Business Address	Home Address (In Pencil)	Phone No. (In Pencil)
Father				
Mother				
Guardian				

Significant Data Affecting Student's Progress

Elementary	Junior High	Senior High

Children in Family	
Brothers	
Sisters	
Total Siblings	

II. HEALTH RECORD

Elementary	Junior High	Senior High

III. STANDARDIZED TEST RECORD

Intelligence Tests

Place of Administration (School)	Gr.	Date of Test	Administered By	Name of Test (Form)	Raw Score	Conv. Score or I.Q.	Norms Used

Standardized Achievement Tests

School	Gr.	Date of Test	Administered By	Name of Test or Subtest	Form	Raw Score	Conv. Score	Norms Used

Aptitude Tests Name ____ Form ____

Subtest	Test	Year	Administered By	Raw Score	Conv. Score	Norms Used

IV. SPECIAL INTERESTS, ACTIVITIES or PART TIME EMPLOYMENT (Grade VI through XII)

Interest Inventories or Preference Records

Grade		Score

V. ACADEMIC RECORD

Elementary School (Transcript from Elementary Sheet)

School	Grade Level	Yr.	Teacher	Read.	Lang.	Arith.	Optional Areas

Special Provision for Student Needs

	Junior High School				Senior High School			
School (Abbreviate)								
Grade								
Year								
Days Present								
H.R. Teacher								
Language Arts					Lit.	Lit.	Lit.	Lit.
Social Studies					Lang.	Lang.	Lang.	Lang.
Mathematics					Soc. Stu.	Soc. Stu.	Soc. Stu.	Soc. Stu.
Science								
Physical Education and Health								
Group Guidance								
Group A options								
Group B options								
Percentile					Credits	Credits	Credits	

Special Provision for Student Needs	Junior High School	Senior High School

APPENDIX D

HEALTH AND PERSONAL DEVELOPMENT COURSE CURRICULUM GUIDE, JUNIOR HIGH

INTRODUCTION

I. THE COURSE IN HEALTH AND PERSONAL DEVELOPMENT

Nature of The Course

The course in Health and Personal Development is an attempt to incorporate into one program the principles of health education and the various aspects of group guidance that can properly be offered in the classroom situation.

Reasons for Offering The Course

A. To provide information in the following areas:

1. Health education, with particular emphasis upon:
    - (a) Physiological growth and development
    - (b) The great discoveries that are landmarks in our progress towards better health
    - (c) Scientific methods that are gradually eliminating communicable diseases
    - (d) Body structures and how they function
    - (e) The science of nutrition
    - (f) Federal and provincial public health services and their contribution to the welfare of Canadians
2. Elementary principles of mental hygiene and adolescent psychology, and the use of these principles as guides to the development of desirable personality traits.
3. Group relationships of concern to the student at various age and grade levels.
4. Material relating to the choice of a career with proper emphasis upon the importance of sound educational preparation.
5. Material relating to study habits, to reasons for lack of progress in school, and to methods leading to school success.

B. To provide for an organized group guidance program by:

1. Centering the above information around activities arising out of the students' experiences;
2. Encouraging students to make a proper appraisal of themselves in order that they eventually may realize their inherent potentialities;
3. Fostering the development of wholesome attitudes.

Group guidance may be defined as a directed activity designed to answer pupils' needs in such areas as educational and occupational opportunities and requirements, citizenship and group living, personal growth, use of leisure time, and orientation to the school setting.

General Objectives of The Course

Through successful teaching in this course students should be encouraged:

1. To acquire a sound understanding of the factors affecting physical growth and development;
2. To establish good health practices based on scientific knowledge;
3. To develop a sense of individual responsibility for personal and public health;
4. To develop wholesome, friendly attitudes towards members of the opposite sex;
5. To accept the duties and responsibilities as well as the privileges and rights of family living;
6. To become increasingly aware of the inter-acting influence of home and community and of the individual's responsibility for helping to raise the standards of community life;
7. To develop democratic practices in group relations;
8. To seek effective ways of solving personal problems;
9. To realize the value of specific vocational planning.

Special Note

Units V and VI at each grade level deal specifically with the personal problems that young people meet and with their contributions to the groups of which they are members. **Teachers must exercise judgment in selecting and handling problems relating to the home and family.** Care should be taken to see that the discussion of such topics does not encourage students to criticize either their parents or conditions in their homes. If it is felt in some schools that discussion of certain material in these areas is unwarranted, principals and teachers should feel free to omit such material, subject to the approval of their Superintendent or administrative authority. This should not be taken to mean that, if students have individual problems which they would like to discuss, the opportunity should not be given. In such cases a personal interview should be arranged with the counselor or the staff member who has been given this responsibility. In many schools the principal is provided with non-teaching periods which he can use for such interviews.

The school has no desire to infringe upon the rights and privileges of the family; the teacher should be constantly on the alert to prevent this happening. He should accept the responsibility placed in his hands that requires him to exercise tact and good judgment in presenting specific problems to his students.

The course includes more material than can satisfactorily be covered in the time available and should, therefore, be adapted to the particular needs of the class.

Who Should Teach These Courses?

All teachers should be familiar with the objectives and aims of the course in Health and Personal Development. They should be aware of the part that they can play in encouraging sound patterns of growth, in developing a scientific attitude towards health practices and a feeling of responsibility for personal and community health.

Consideration might be given to the following suggestions:

1. The principal, if possible, should teach some of the courses in Health and Personal Development, provided his position is not purely an administrative one.

2. The courses should be assigned to those teachers with a high degree of understanding and sympathy for the pupil; that is, those with the following qualities:

   (a) Possessing a genuine interest in young people and an understanding of the problems they face at different ages;

   (b) Possessing initiative, imagination, and resourcefulness, and being sensitive to the needs of these students. Without these qualities there is a danger that the course will become mere verbalizing;

   (c) Having an adequate understanding of the psychology of individual differences and attempting to apply this understanding in their daily teaching;

   (d) Being well-adjusted to life in general and sufficiently aware of basic human needs. In this regard they should apply to the class situation rules for good mental health;

   (e) Preferably having some special training in the fields of health, psychology, guidance and mental hygiene; at least they should understand how to apply the basic principles in these fields to their classroom teaching.

3. Teachers should not work exclusively in the Health and Personal Development field, but should offer other courses as well.

Course Organization

1. The general plan includes courses in Grades VII, VIII, IX and X with the material for each unit arranged in sequence to avoid overlapping from grade to grade. Units II, III, IV, VII, and VIII constitute the Health portion of the program. The arrangement includes the following general areas:

Number and Name of Unit	Suggested Time Allotm't
Unit I—Educational Needs	2-4 weeks
Unit II—Growing Into Maturity	3 weeks
Unit III—Man's Great Progress Towards Better Health	4-5 weeks
Unit IV—The Conquest of Communicable Diseases	3 weeks
Unit V—Personality Development	6-7 weeks
Unit VI—Group Life	4-5 weeks
Unit VII—One's Physical Resources and How to Use Them	4-5 weeks
Unit VIII—Preventing Accidents and Meeting Emergencies	4-5 weeks
Unit IX—Career Planning	4-5 weeks

2. Nine units comprise a year's work with a range of from two to four periods per week in each grade. The approximate length of time for the completion of each unit is indicated but this is not intended to be prescriptive to the extent that teachers feel that the unit must be completed within the period of time suggested. Nor is it necessary to follow the sequence of units set forth for any one grade.

3. Each unit has the following general pattern:
   - (a) Point of view
   - (b) Specific objectives
   - (c) References for the unit
   - (d) Outline of unit
   - (e) A grid arrangement of material in two columns, entitled "Content" and "Teaching Procedures and Suggested Activities".

4. Content

The content in each grade is developed under unit headings. Each unit is further subdivided into specific topics for each of which certain suggested activities or teaching procedures are recommended. The wording of

APPENDIX E

HEALTH AND PERSONAL DEVELOPMENT COURSE
CURRICULUM GUIDE, GRADE X

INTRODUCTION

I—THE COURSE IN HEALTH AND PERSONAL DEVELOPMENT

Nature of the Course

The course in Health and Personal Development is an attempt to incorporate into one program the principles of health education and the various aspects of group guidance that can properly be offered in the classroom situation.

Reasons for Offering the Course

The reasons for offering this course are twofold; (1) to give the student information which he, as an adolescent, needs to have, and (2) to provide an organized group guidance program.

(1) Information

The course is organized in such a way that the student acquires valuable information in the following areas; (a) health, (b) mental hygiene and adolescent psychology, (c) group relationships, (d) choice of a career, (e) achievement in school.

(a) *Health.*—The student gains much important information about physiological growth and development, and particularly that which occurs during early adolescence. He gains useful knowledge of the body structures and their functions. He also learns of some of the great discoveries which have led to improved standards of health, and he comes to appreciate the use of scientific methods in the fight against communicable diseases. He learns enough about nutrition so that he can choose a well balanced diet. And, finally, he secures important information about federal and provincial health services.

(b) *Mental hygiene and adolescent psychology.*—The student is made aware of the underlying principles of sound mental health, and is encouraged to apply these principles in his everyday living. He is also introduced to the elements of adolescent psychology so that he can better understand his own feelings and actions.

(c) *Group relationships.*—Information in this area is closely related to (b) above. But because, during adolescence, groups become very important in governing the child's behavior, special care has been taken, in this course, to give the student information about adolescent group relationships.

(d) *Choice of a career.*—The course provides opportunities for the student to obtain information on various jobs and vocations. This information includes both the opportunities offered by the various jobs and vocations, and the kinds and degrees of ability required to be successful in them. The student is shown how to assess objectively his interests, attitudes and abilities. Then, with this new gained knowledge he can decide upon either one or a number of jobs or vocations for which he is well suited. Consequently he can plan his school career with much more assurance that he is on the proper track.

(e) *Achievement in school.*—The course offers specific instruction in the ways in which the student can improve his study techniques.

It also places in the student's hands information which will enable him to discover his inabilities, diagnose his difficulties and make better progress in his school subjects.

(2) Group Guidance

Group guidance in the program of Health and Personal Development has three main functions. First, it provides experiences through which the students are led to use the information, outlined above, in interesting and useful ways. Second, it causes the student to make a keen and searching self-analysis, so that he may not only realize his capabilities and make the most of them, but also recognize his limitations and learn to live with them. Third, group guidance fosters in the student wholesome attitudes toward himself, his society and his work.

Group guidance has the same purpose as individual guidance. In group guidance, however, a number of persons come together to discuss a problem common to all of them and of urgent concern to each of them. These people are led in their discussion by a wise counselor who helps them define their problem and reach a satisfactory solution. Some of the problems common to a group of children in junior high school might be: educational and occupational opportunities and requirements, making adjustments to society and to smaller, informal groups, problems of personal growth, the employment of leisure time, and accommodating oneself to a new school situation.

General Objectives of the Course

Through successful teaching in this course students should be encouraged:

1. To acquire a sound understanding of the factors affecting physical growth and development;
2. To establish good health practices based on scientific knowledge;
3. To develop a sense of individual responsibility for personal and public health;
4. To develop wholesome, friendly attitudes towards members of the opposite sex;
5. To accept the duties and responsibilities as well as the privileges and rights of family living;
6. To become increasingly aware of the interacting influence of home and community and of the individual's responsibility for helping to raise the standards of community life;
7. To develop democratic practices in group relations;
8. To seek effective ways of solving personal problems;
9. To realize the value of specific vocational planning.

Special Note

Units V and VI at each grade level deal specifically with the personal problems that young people meet and with their contributions to the groups of which they are members. **Teachers must exercise judgment in selecting and handling problems relating to the home and family.** Care should be taken to see that the discussion of such topics does not encourage students to criticize either their parents or conditions in their homes. If it is felt in some schools that discussion of certain material in these areas is unwarranted, principals and teachers should feel free to omit such material, subject to the approval of their Superintendent or administrative authority. This should not be taken to mean that, if students have individual problems which they would like to discuss, the opportunity should not be given. In such cases a personal interview should be arranged with the counselor or the staff member who has been given this responsibility.

In many schools the principal is provided with non-teaching periods which he can use for such interviews.

The school has no desire to infringe upon the rights and privileges of the family; the teacher should be constantly on the alert to prevent this happening. He should accept the responsibility placed in his hands that requires him to exercise tact and good judgment in presenting specific problems to his students.

The course includes more material than can satisfactorily be covered in the time available and should, therefore, be adapted to the particular needs of the class.

Who Should Teach These Courses?

All teachers should be familiar with the objectives and aims of the course in Health and Personal Development. They should be aware of the part that they can play in encouraging sound patterns of growth, in developing a scientific attitude towards health practices and a feeling of responsibility for personal and community health.

Consideration might be given to the following suggestions:

1. The principal, if possible, should teach some of the courses in Health and Personal Development, provided his position is not purely an administrative one.
2. The courses should be assigned to those teachers with a high degree of understanding and sympathy for the pupil; that is, those with the following qualities:
   (a) A genuine interest in young people and an understanding of the problems they face at different ages;
   (b) Initiative, imagination, and resourcefulness and sensitivity to the needs of these students. Without these qualities there is a danger that the course will become mere verbalizing;
   (c) Adequate understanding of the psychology of individual differences and the ability to apply this understanding in their daily teaching;
   (d) Well-adjusted to life in general and sufficiently aware of basic human needs. In this regard they should apply to the class situation rules for good mental health;
   (e) Special training in the fields of health, psychology, guidance, and mental hygiene; at least they should understand how to apply the basic principles in these fields to their classroom teaching.
3. Teachers should not work exclusively in the field of Health and Personal Development, but should offer other courses as well.

Course Organization

1. The general plan includes courses in Grades VII, VIII, IX, and X with the material for each unit arranged in sequence to avoid overlapping from grade to grade. Units II, III, IV, VII, and VIII constitute the Health portion of the program. The arrangement includes the following general areas:

Number and Name of Unit	Suggested Time Allotment
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Unit III—Man's Great Progress Towards Better Health	4-5 weeks
Unit IV—The Conquest of Communicable Diseases	3 weeks
Unit V—Personality Development	6-7 weeks
Unit VI—Group Life	4-5 weeks
Unit VII—One's Physical Resources and How to Use Them	4-5 weeks
Unit VIII—Preventing Accidents and Meeting Emergencies	4-5 weeks
Unit IX—Career Planning	4-5 weeks

2. Nine units comprise a year's work with a range of from two to four periods per week in each grade. The approximate length of time for the completion of each unit is indicated but this is not intended to be prescriptive to the extent that teachers feel that the unit must be completed within the period of time suggested. Nor is it necessary to follow the sequence of units set forth for any one grade.

3. Each unit has the following general pattern:
   - (a) Point of view
   - (b) Specific objectives
   - (c) References for the unit
   - (d) Outline of unit
   - (e) A grid arrangement of material in two columns, entitled "Content" and "Teaching Procedures and Suggested Activities."

4. Content

   The content in each grade is developed under unit headings. Each unit is further subdivided into specific topics for each of which certain suggested activities or teaching procedures are recommended. The wording of the topics from grade to grade may suggest a certain similarity but overlapping should be reduced to a minimum because of the varied nature of the activities.

5. Activities and Teaching Procedures

   Activities and teaching procedures are merely suggested as a guide to the teacher. No one offering the course should feel that he is compelled to follow the activities specifically as outlined. He should feel free to adapt them to his class by improvisation, addition, or further development. Where reference is made to a debate, for example, the teacher might feel that his class has neither the experience nor maturity to do a satisfactory job. Activities which are new to the students may have to be explained, or a demonstration of how the activity is carried out may need to be given. A brief explanation of some of these procedures will be given later in the introduction.